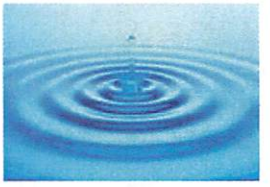
Interim School Committee Candidate Questions

1. In your opinion, what is the District doing well? What are its challenges and how would you improve them?

2. The School Committee has started the process of hiring a permanent superintendent, and if appointed, you will be part of the process. What characteristics do you think the School Committee should be looking for in a permanent superintendent?

3. Is there any particular area of interest or strength where you feel you could offer a level of expertise to the board?

4. Do you plan on running for a full term in April?



Tai Pryjma
8 Naples Road, South Hamilton, MA 01982
Phone: 978-468-3473 Fax: 978-468-1713
www.nscounseling.net

December 6, 2019

Hamilton-Wenham Regional School District
Central Administration Office
5 School Street
Wenham, MA 01984

Dr. Julie Kukenberger:

I am writing with interest in a position on the Hamilton/Wenham School committee. My family and I are relatively new to Hamilton and son Jae Ahn attends the Bessie Buker Elementary School.

I am aware that I have missed the deadline for application and hope that despite being tardy I can be considered. After talking with my wife I am submitting my application.

My family moved from Salem because of the Hamilton/Wenham school system and its reputation for excellence. Since getting to know the Buker School, its staff and children and their families I have been searching for ways to be more involved with school and the community.

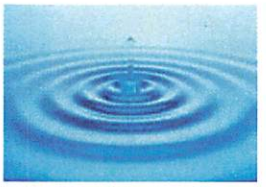
I am a social worker with many years experience in child protection services, mental health clinics, school advocacy and community outreach. My work led me to developing close ties with school systems, juvenile and probate courts and mental health clinics and their providers. My training is in clinical social work and have am a long time psychotherapist. I also teach a class at the Salem State University School of Social Work.

My family has ties to the Berkshires where I come from a family on seven children and parents who are also in the mental health field. It is not a mistake that I am a social worker. My wife Anna is from Long Island. She came to Boston to attend Boston University and eventually moved to the North Shore.

Thank you for considering my application,

Tai Pryjma

Tai Pryjma, LICSW



Tai Pryjma, LICSW

8 Naples Road
South Hamilton, MA 01982
Phone: 978-468-3473 Fax: 978-468-1713

EDUCATION

2003 **SIMMONS GRADUATE SCHOOL OF SOCIAL WORK** Boston, MA
Master's Degree in Social Work

1997 **UNIVERSITY OF MASSACHUSETTS** Amherst, MA
Bachelor's Degree in Sociology

PROFESSIONAL EXPERIENCE

Sept 2017 - Present **Salem State University School of Social Work** Salem, MA
Adjunct Faculty
Teaching in the graduate school of social work. My class is a seminar that teaches graduate level courses for students in field placements. (SW 721, 722, 841, 842) Course work integrates social work theory, human development, community engagement, developmental theory, treatment of major mental illness, psychodynamic theory and various treatment modalities. Much of the course work focuses on an advanced level understanding of the exchange of transference and countertransference in our work with clients. Students submit process recordings, reflective logs, biopsychosocial assessments and macro level field assessments. Field placements include elementary, middle and high schools, psychiatric facilities, outpatient mental health clients, substance abuse treatment centers, counsels on the aging and emergency psychiatric crisis offices.

June 2010 - Present **North Shore Counseling Solutions** Stoneham, MA
Practice Partner/Owner: Adolescent & Adult Psychotherapist
Sole practitioner for adolescents and adults. Treatment focuses on finding solutions to managing mood disorders, anxiety, relational problems, substance and alcohol abuse, trauma and family stress. Treatment modality is psychodynamic and solution focused and uses relationship and a strengths based perspective to help one find and maintain healthy change. Individual, group and multi-family therapy are incorporated into treatment when appropriate.

Sept 2004 - Present **Department of Children and Families** Roxbury, Chelsea, Salem, MA
Social Work Supervisor
Provide case consultation and clinical supervision to field social workers, supervise the preparation of the care and protection cases and associated documentation, provide daily case consultation and risk assessment, support social workers with exposure to primary and secondary trauma, manage continuous staffing changes and turnover, assist planning for high caseloads, supervise domestic violence, physical abuse, emotional abuse, sexual abuse, substance and alcohol abuse, mental illness and medical neglect cases, implemented the use of strength based service planning, implemented a secondary trauma office wide support program.

Jan. 2007 - June 2010 **Private Practice Psychotherapy** Brookline, MA

Adolescent & Adult Psychotherapist

Licensed therapist who provides therapy to teenagers and adults who come to treatment to manage anxiety, depression, relational problems, employment problems, mood disorder, anger management violence histories, consultation with psychiatry, solution focused modality, psychodynamic background, strength based treatment planning, treatment coordination with inpatient/outpatient and day treatment providers, maintain several insurance board eligibilities, EAP provider, and managed care experience.

June 2003 - June 2010 **Brookline Community Mental Health Center** Brookline, MA

Clinical Associate / Individual Psychotherapist

Psychotherapy with adults and adolescents, assessment, diagnosis and treatment of multiple psychiatric disorders, development of a strength based psychosocial assessment, development of client centered/individualized treatment plans, clinical interventions addressing the issues of acute and chronic mental illness, substance and alcohol abuse, domestic violence, and trauma, dual diagnosis individual therapy, client risk assessments, coordinate therapeutic and psychopharmelogical treatments, implementation of multiple theoretical and practice perspectives, coordination of care with day treatment providers, inpatient psychiatric providers and medical providers, LICSW and multi-disciplinary clinical supervision.

August 2006 - April 2009 **Unify Solutions, Inc.** Great Barrington, MA

Co-Facilitator

Co-facilitate a multi-family, solution-focused, group treatment in an adolescent residential setting. The program is a comprehensive, solution-focused, strength based family treatment program that incorporates multi-family solution focused therapy, adventure based counseling, parent enrichment training, family mapping, mental health psycho-education and connection to community resources. The program services adolescents and their families with major mental illness, mental retardation and pervasive developmental disorder.

Sept. 2004 - Sept. 2007 **Department of Children and Families, Dimock Street** Roxbury, MA

Comprehensive Assessment Program Liaison

Liaison to a jointly sponsored program of the Department of Children and Families and the Department of Mental Health which provides a single point of entry into DCF and/or DMH services for youth who have serious emotional disturbance, determine the most effective agency to provide services, participate in strength based systems meetings with families, DMH and DCF with a goal of providing family support services and diverting residential placement, provide families with referrals to community mental health services, family stabilization team services and acute residential treatment services.

May 1999 - Sept. 2004 **Department of Children and Families, Dimock Street** Roxbury, MA

Department of Social Services, Warren Center Boston, MA

Assessment Social Worker

Child risk assessments, case management of high caseloads with continuous turnover, development of individual and family psychosocial protective assessment, assessment of individuals and families around the issues of physical abuse, sexual abuse, substance and alcohol abuse, and domestic violence, emergency interventions with the Suffolk County District Attorney's Office, referral and coordination of family and community support services, legal consulting and documentation, care and protection juvenile court interventions, CHINS interventions, emergency home removal, knowledge of adult and adolescent probation, domestic violence risk assessment and DV team presentation.

Sept. 2003 - May 2004 **Wheelock Graduate School of Social Work** Boston, MA

Supervisor

Field instructor training, provide ongoing clinical supervision to a master's degree social work student, provide case consultation, crisis management training and support, provide mandated social work practice and policy training, trained student in DCF assessment and service planning development, trained student on clinical issues related to child, adolescent, adult and family trauma, ongoing development of knowledge, skills, and values associated with a strength based, community focused, family focused practice, development of clinical learning/supervision plan.

April 1998 - May 1999 **Department of Children and Families, Warren Center** Boston, MA

Ongoing Social Worker / Case Management

Development and implementation of individual and family service planning, ongoing family and child risk assessments, family and individual crisis interventions, facilitate family focused treatment meetings, service referral and delivery, clinical team consulting, educational team consulting, initiate court action for children at imminent risk for harm, child home removal, juvenile court presentation and legal documentation, community service collaboration.

June 1994 - April 1997 **Hillcrest Educational Center** Lenox, MA

Youth Development Counselor in a Residential Treatment Facility

Crisis intervention and restraint training, treatment team planning and intervention, behavioral modification training and implementation, training in critical aspects of the treatment of depression, PTSD, suicide risk assessment, attachment disorders, cognitive limitations, sexual abuse, juvenile sex offenders, juvenile fire starters, physical abuse, emotional maltreatment and neglect, psychiatric medication trainings.

TRAINING EXPERIENCE

August 2006 **Eagleton School** Great Barrington, MA

Multi-Family Solution Focused Therapy

Training in the practice of multi-family, solution focused therapy. Training includes direct practice in a multi-family group setting, setting, training in working with adolescents and families with major mental illness, mental retardation and pervasive developmental disorder, direct work with families and MD and LICSW supervision.

April 2005 **Early Childhood Mental Health Collaborative** Roxbury, MA

Early Childhood Mental Health Screening

Assessment of trauma, prenatal and postnatal care and development, parental risk for mental health needs, early intervention assessment and referral, preschool child behavior checklist, infant and toddler social and emotional growth assessment, child behavior inventory, pediatric symptom checklist, parents evaluation of developmental status.

Dec. 2004 **Department of Children and Families, Central Office** Boston, MA

Social Work and Family Resource Training Institute

Leadership development skills training, training in the teaching of risk assessment and risk management, assessment of child safety, teaching child and family safety planning, motivating and maintaining employees, supporting social worker performance, social worker skill development and identification of stages of social worker development, effective supervisory conferencing, educational supervision, identification of adult learning styles, managing conflict, employee performance review, progressive discipline, psychiatric medication training.

Sept. 2002 - May 2003 **Massachusetts Mental Health Center, M.S.W.** Boston, MA

Individual and Group Psychotherapist

Primary therapist for adults with chronic and acute major mental illness, Assessment, diagnosis and treatment of multiple psychiatric disorders, training and experience using psychodynamic psychotherapy, narrative therapy, systemic family therapy, DBT and CBT, dual diagnosis individual therapy, substance abuse treatment, co-facilitated a dual diagnosis sobriety support group, suicide risk assessment and crisis intervention training, psychiatric medication training, triage intake and evaluation, clinical team consultation, clinical supervision from a LICSW, clinical group supervision from a LICSW, peer supervision and case presentation with a multi-disciplinary team.

Sept. 2000 - May 2001 **Department of Children and Families, M.S.W.** Boston, MA

Individual Child and Adolescent Therapist

Provided weekly individual therapy to children in protective foster care, cognitive behavioral therapy with latency age and adolescent children, focus on trauma, depression and attachment treatment with latency age and adolescent children, provided clinical interventions to stabilize children and adolescents addressing the issues of physical abuse, substance abuse, abandonment, witness to domestic violence and neglect, attachment treatment coordination with DCF foster parents and DCF social workers, clinical supervision from LCSW.

CREDENTIALS

- Licensed Independent Clinical Social Worker: License Number 113194.
- National Provider Identification Number: 1700859410.
- Massachusetts Certified Insurance Provider: Aetna, Beacon Health Strategies, Blue Cross Blue Shield, BMC Health Net, Cenpatico, Cigna, Fallon, MBHP, Neighborhood Health Plan, Network Health, Tufts, United Behavioral Health Plan.
- EAP Provider.
- CANS Assessment Certified.
- CAQH Certified.

SKILLS

- Training and experience in clinical and protective social work - DCF, DMH, community mental health and residential care settings.
- Continuous collaboration with multiple systems, including juvenile justice, school departments, mental health providers, hospitals, residential and congregate care providers and public and private insurance providers.
- Trained in individual therapy, multi-family solution focused therapy, multi-systems work and macro-intervention social work.
- Experience working with racially, ethnically and culturally diverse populations.

Nancy L. Gerardi, Esq.
140 Highland Street
Hamilton, MA 01982

December 12, 2019

Hamilton-Wenham Regional School District
Attn: Dr. Julie Kukenberger-Interim Superintendent
Central Administration Office
5 School Street
Wenham, MA 01982

RE: School Committee Opening

Dear Superintendent Kukenberger,

Please accept the attached resume as my intent to apply for the vacant Hamilton-Wenham School Committee position.

I am a resident of the Town of Hamilton and interested in filling the vacant position on the Hamilton-Wenham Regional School Board until the next School Committee election in April.

I will be happy to discuss my qualifications further with the Hamilton Board of Selectman and the Hamilton-Wenham Reginal School Committee.

If you have any questions, please do not hesitate to ask.

Respectfully submitted,

Nancy Gerardi

Nancy L. Gerardi, Esq.

Nancy L. Gerardi, Esq.
140 Highland Street
Hamilton, MA 01982
(978) 430-2040 • nancyg1983@aol.com

PROFESSIONAL EXPERIENCE

North Shore Community College, 1 Ferncroft Road, Danvers, MA 01923
Business Law Faculty (2007-present)

Salem State University (2019-present)
Massachusetts Small Business Development Center-Business Advisor

Gerardi & Associates, Hamilton MA 01982
Law practice - real estate, estate planning, business, contracts, and employment law.

Girls Inc. of Lynn, Lynn MA
Director of Accounting & Finance (2001-2005) (non-profit organization)

Masconomet Regional School District (1996-2001)
School Accountant

LICENSES:

New Hampshire Commissioner of Deeds (appointed by the Governor of New Hampshire)
Massachusetts Bar #662223
Maine Producers License
DESE School Assistant Superintendent/Superintendent License #53573344
DESE School Business Manager License #53573344
Notary Public

MEMBERSHIP:

ABA
Hamilton Finance Committee (2012-2013)
ABA National Moot Court Competition – an ABA sponsored activity
- 2011 – Justice
- 2012 – Chief Justice (nominated by peers)

North Shore Community College Business Advisory Board

EDUCATION

Juris Doctorate
New England School of Law

Bachelor of Science – Business Administration (+27 credits towards MBA)
Salem State University

Associate of Science
Northern Essex Community College

Dec 9, 2019

Dear School Committee,

This letter is to show our support for Nick Botto as an assistant for the boys basketball program. The Booster Parents are happy to donate $1522.00 to fund him as .5 Paid Assistant.

Thank you.

Regards,

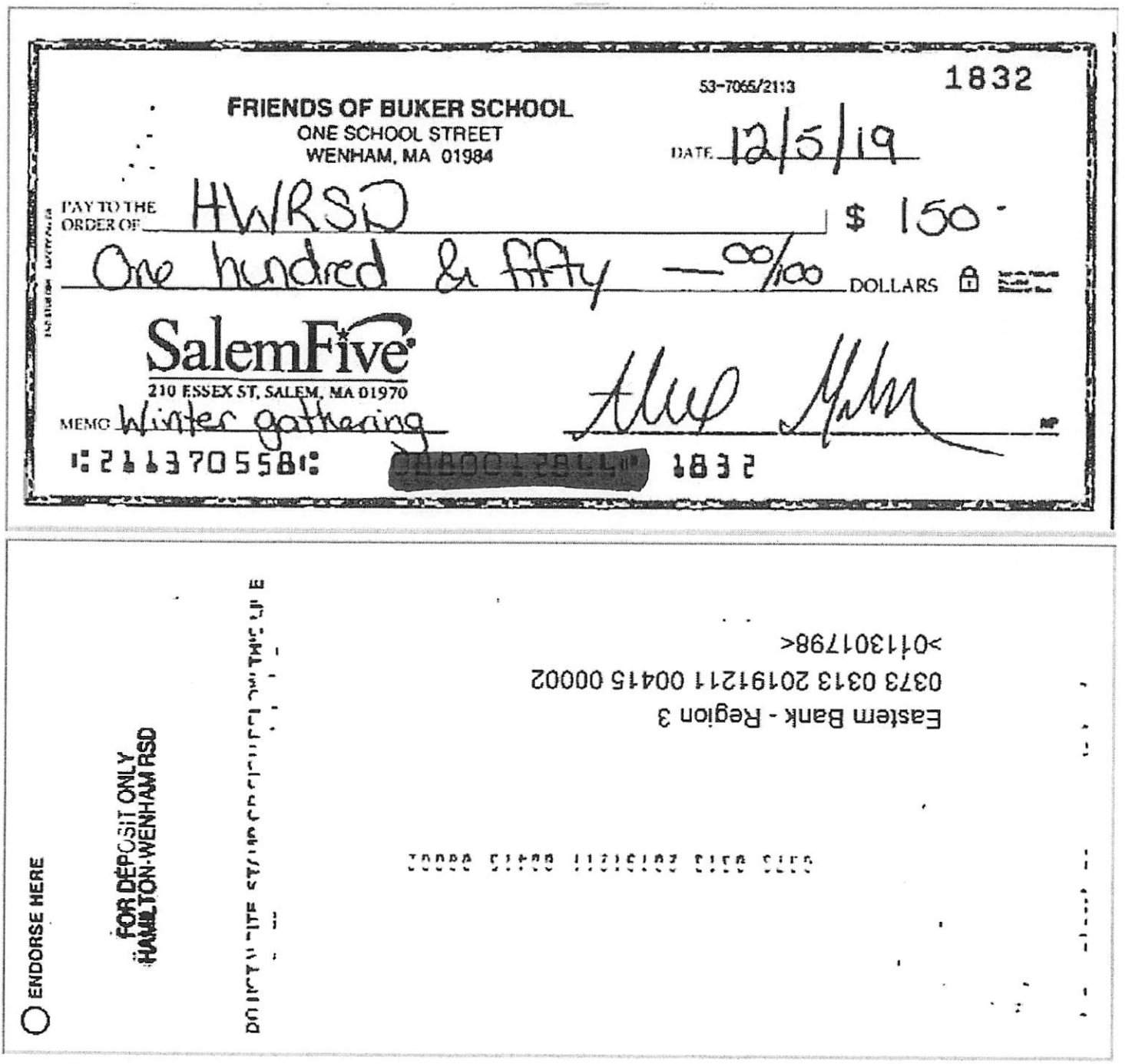
Boys Basketball Booster Parents

Kristen Monathan
Gigi Gowdy
Mia Ertel
Dianna Vredenburgh

Encrypt -Copy Of Check

From: Castro, Anthony
To: Gallant, Don, Tinkham, Michelle
Cc:
Sent: 12/13/2019 10:01:00 AM

Don,
Below is the copy of the check.



FRIENDS OF BUKER SCHOOL
ONE SCHOOL STREET
WENHAM, MA 01984

53-7065/2113 1832

DATE 12/5/19

PAY TO THE ORDER OF HWRSD $ 150.-

One hundred & fifty —00/100 DOLLARS

SalemFive
210 ESSEX ST, SALEM, MA 01970

MEMO Winter gathering

⑆211370558⑆ [redacted] 1832

ENDORSE HERE

FOR DEPOSIT ONLY
HAMILTON-WENHAM RSD

DO NOT WRITE, STAMP OR APPLY ANY LABEL BELOW THIS LINE

Eastern Bank - Region 3
0373 0313 20191211 00415 00002
>011301798<

Thank you,

Anthony Castro
Client Support Specialist
Eastern Bank Government Banking
Ph: 781.598-7477
Fax: 781.477-8918

10

Hamilton-Wenham Regional School District
Nutrition Services
787 Bay Road
Hamilton, MA 01982
978-468-5327
Fax 978-468-8454

To: Heather Tittman - Senior Vice President
Eastern Bank
Re: Donation for Winter Gathering - 12/18/2019
Date: 12/17/2019
Inv: Sup-4/20 - 2449

Item				Total
	50 People	**@**	**5.00**	**$250.00**
		Total		**$250.00**

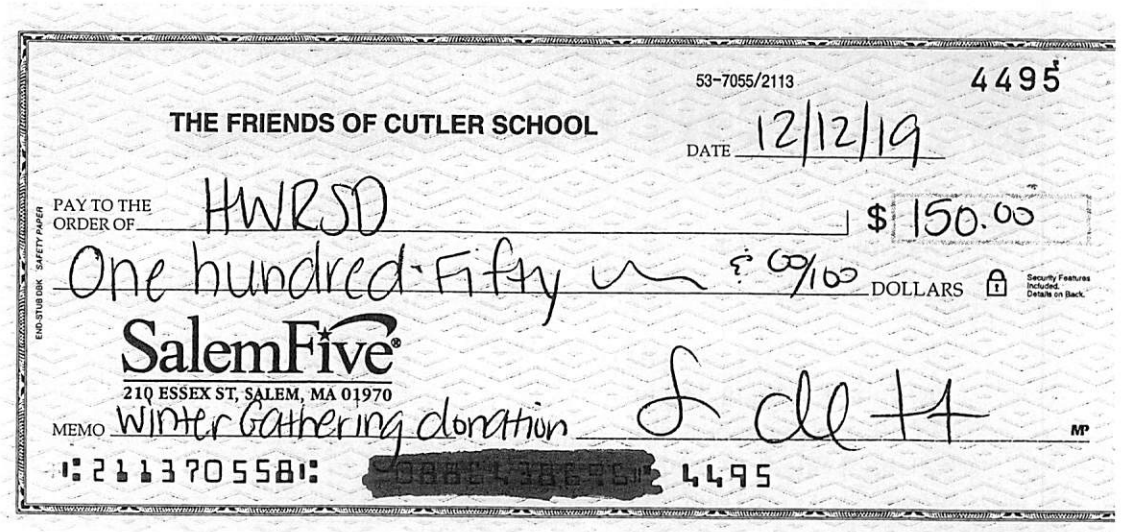
Please remit payment to: Nutrition Services Department

Hamilton-Wenham Regional School District
Nutrition Services
787 Bay Road
Hamilton, MA 01982
978-468-5327
Fax 978-468-8454

To: Hamilton-Wenham Ed Fund
Re: Donation for Winter Gathering - 12/18/2019
Date: 12/17/2019
Inv: Sup-3/20 - 2449

Item			Total	
50 People		**@**	**5.00**	**$250.00**
	Total			**$250.00**

Please remit payment to: Nutrition Services Department



53-7055/2113

4495

THE FRIENDS OF CUTLER SCHOOL

DATE 12/12/19

PAY TO THE ORDER OF HWRSD

$ 150.00

One hundred Fifty ~~ 00/100 DOLLARS

Security Features Included. Details on Back.

SalemFive

210 ESSEX ST, SALEM, MA 01970

MEMO Winter Gathering donation

[redacted]

:211370558: [redacted] 4495

END-STUB DBK SAFETY PAPER

LUEDERS

ENVIRONMENTAL, INC.

DEC 9 PM 2:1

December 5, 2019

Dr. Julie R. Kukenberger
Hamilton-Wenham RSD
5 School Street
Wenham, MA 01984

Dear Dr. Kukenberger,

In appreciation of the many clients we are privileged to service in Hamilton & Wenham, we are pleased to make this donation to the school department. Lueders Environmental is a Lawn, Tree & Shrub care company specializing in science based environmentally sound approaches and attentive customer service.

Contributing to your school department is a way we can give back to the Hamilton & Wenham communities for considering us the company of choice. I always hope that in supporting education, other companies will join us. Please use these funds in any way you consider appropriate.

12/10/19

Sincerely,

Michael Lueders

Michael Lueders
President

MEL/cll
Enclosure

PO Box 920279 • Needham, MA 02492-0003 • (508) 359-9905 • Fax: (508) 359-8125 • www.luedersco.com

HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT

Dear Committee Member,

Please accept for your review this draft of the 2020-2021 Hamilton-Wenham Regional High School course catalog. Included are summaries of new and discontinued courses along with a detailed description of each course that will be offered in 2020-2021.

The administration, faculty, and staff of Hamilton-Wenham Regional High School welcome your feedback.

Sincerely,

Eric Tracy – Principal

Bryan Menegoni – Assistant Principal

Hamilton-Wenham Regional High School
Draft Course Catalog
2020-2021

This draft course catalog has been prepared for the Hamilton-Wenham Regional School Committee so that the Committee may review course offerings for the 2020-2021 school year.

A Passion for Learning

The 2020-2021 school year promises to be another year filled with exciting learning opportunities for students. Our course catalog has a broad range of offerings that will address the mission of the high school.

The Hamilton-Wenham Regional School community
strives to create a passion for learning in a reflective environment
that promotes respect, individuality, and quality achievement.

One of the priorities for this school year is to help our students find balance within all they do in and out of school. The types of courses that students take along with the extra-curricular activities they choose will drive much of their time. It is not unusual for an honors level class to give an hour of homework per night. Also, AP courses do have a summer component and extensive work to be completed outside of school. When choosing the course load, students and parents are encouraged to weigh all of the options available in conjunction with the time spent completing out of class assignments. Also, students are encouraged to focus on only one club or activity. We want our students to focus on quality commitment to a club or activity, rather than being over involved.

The master schedule is driven by a combination of teacher recommendations and the students' requests. We place a high value on the future course recommendations of students' current teachers as they have a more intimate knowledge of skills, abilities and work level. Students will not be able to change the recommendations made by their current teachers. Therefore, your thoughtful and careful attention to the selection of all other courses available in the online scheduling process will reflect a student's goals and aspirations. Please keep in mind that there will be courses that will not run simply because there are not enough sign ups or there are too many sections for a specific department.

We encourage you to use all of the resources of the school before finalizing student course selections for the coming school year. If you have any questions, ask a teacher, school counselor, or administrator. We are all here to help you!

My best wishes for a successful 2020-2021 academic year.

Eric Tracy
Principal

All students, regardless of race, color, sex, religion, national origin, sexual orientation, disability, gender identity or homelessness, have equal access to the general education program and the

full range of any occupational/vocational education programs offered by the district.

**DISCLAIMER STATEMENT:
Subsequent to publication of this Course Catalog, Hamilton Wenham Regional High School reserves the right to make changes in courses, program requirements, policy and regulations as circumstances, funding, and enrollment dictate. There is no guarantee that any course listed in this Course Catalog will be offered in any given semester. The on-going work of aligning the curriculum with the Massachusetts Frameworks will, of necessity, result in changes in course content. Students and parents will be informed if changes in course content create a significant difference between the course descriptions as they appear in this Course Catalog and the revised course content.

-- INSERT TABLE OF CONTENTS --

INFORMATION FOR ACADEMIC PLANNING

The following materials will provide students and parents with the information needed to build a solid high school academic plan, with the dual goals of meeting graduation requirements and designing a well-balanced program that meets individual learning styles and interests. Good planning requires ongoing communication among students, parents, teachers and school counselors.

Course Catalog - You should read all portions of this catalog carefully. Study each of the course descriptions in all subject areas; make a list of the courses that interest you. Share this catalog with your parents and discuss its contents with them. Refer to this booklet as you go through the scheduling procedure.

Your Present Teachers - Your current teachers are a valuable source of information to you in planning your program for next year. They are familiar with the course offerings in their department as well as your present level of performance. Plan to ask your teachers to recommend courses in their subject area which might be best for you.

School Counselors - Your school counselor provides you with another source of assistance in planning your program for next year. Your counselor has access to your past records, information and materials relating to post high school education programs, and job information to help you answer questions related to future planning.

Parents - Your parents represent another important source of assistance in planning your program of studies. Please share this course catalogue with your parents. Discuss your future goals and tentative course selections with your parents.

Competency/Placement Exams - For some courses, exams are given for placement purposes. Performance on these exams is another factor used to determine your program, particularly the level of your courses.

SCHEDULING

A student must enroll in a full time course schedule. During the course selection process students, in consultation with their current teachers, select subjects for the following year. Once teacher recommendations are finalized, and student elective selections are completed online via

Aspen, a printed Course Selection Form will be sent home with the student for parent/guardian's/student signature. Only after careful consideration by parents and students should these forms be signed. Subjects should be chosen from the grade to which the student will belong. **UNLESS THERE IS A SCHEDULING CONFLICT, ONCE SCHOOL BEGINS, NO PROGRAM CHANGES WILL BE MADE.**

Course Registration - We use your course selections to determine the number of sections and classes that will be offered during 2020-2021. It is extremely important that you think carefully before you decide on your course selections. Do not choose a course lightly or arbitrarily. Schedules are built based upon course requests. **We are not always able to schedule everything that a student requests.** Therefore, it is important to list your alternate choices. As a last resort, courses are added to student schedules to make them complete.

It is imperative that we have accurate course request data when we make decisions regarding the number of sections of each course, teaching assignments, and room assignments. The selection of courses should be considered a serious matter because IT WILL BE EXTREMELY DIFFICULT OR AT TIMES IMPOSSIBLE TO ACCOMMODATE CHANGES AFTER TEACHING, ROOM ASSIGNMENTS AND BUDGETARY DECISIONS HAVE BEEN MADE.

Due to the significant disruption it causes, **schedule changes will be made only due to scheduling errors, course failures, scheduling conflicts, or the cancellation of courses due to insufficient enrollment or lack of faculty to teach the courses.** If you find yourself in a course that proves to be too difficult or not demanding enough, a shift in levels may take place with the approval of the teachers involved, the curriculum leader, your counselor, and your parents. If you were placed into a course through the override process, you must stay in the course until at least the end of the semester.

The Master Schedule of courses is student-driven; created based upon the requests of all students. Students should choose courses carefully and wisely at course selection time: inclusive of full year courses, semester one courses AND semester two courses. Every attempt will be made to post schedules to ASPEN mid-summer so errors, conflicts, and omissions can be resolved.

Additional Important Considerations:

1. **Not all courses listed in the catalogue will be offered.** The inclusion of a course in the Course Catalog does not guarantee that a particular course will be scheduled next year. There are constraints on our course master schedule that we cannot avoid: funding, the number of preparations a teacher can have, the number of students in a class, the number of students who demand a course, the number of rooms we have available, etc. As a result, you may have to take a second or third course choice. As you plan your program, plan for contingencies. Think about second and third choices. School counselors will notify students who have selected courses that are cancelled so that they may make alternate choices.
2. **Set a goal for the future.** Are you headed for work? The Military? College? A training program? While it may be difficult to state precisely what you want to do after high school, you should attempt to set some tentative goals for yourself. Your goals should provide direction for your high school program. If you are uncertain, it is best to try to select a program that will give you the greatest number of options in your future planning. Your final program should reflect the objectives and needs you have.
3. Make sure you take advantage of the full range of electives offered. Some of these courses may be helpful to your career preparation.
4. Be aware of all graduation requirements and have a plan for meeting those

requirements.

5. Appropriate choices with respect to level placement are a critical component for a successful high school experience. A program of studies that adequately challenges, *but does not overwhelm a student* provides the ideal setting for student success. This is the central reality that needs to drive student scheduling.
6. Placement in any level is determined by teacher recommendations, the results of placement tests, performance in similar and related subjects, and student/parent requests. Assignments to a particular level are not permanent throughout your academic career. Students often work at different levels in different subjects.
7. Prerequisites - When planning your program for next year, some courses must be taken first, Some courses also require that certain grades be earned in prior year courses, and some require the permission of the instructor. This information is contained in the course descriptions.
8. If a student fails a course or does not meet the grade prerequisite, the School COunseling Office will change the student's program and notify the student and parent of the change.

DESCRIPTION OF COURSE LEVELS

Course designations are designed to guide our students as they seek a fuller realization of their individual potentials. These designations afford students, parents, and teachers the chance to consult with one another to determine which courses are most appropriate to the student's needs, interests, and achievements. All levels focus on students practicing good intellectual habits. Courses at any level prepare students for four-year colleges as well as two-year colleges and technical training.

College Preparatory (CP) level courses adhere to a standard college preparatory curriculum. They are intended for students capable of responsible, independent study and are designed to support diverse learning styles. Students will be expected to analyze, synthesize, and evaluate material studied. In addition to the development of critical thinking skills, students will be expected to complete homework assignments and some independent research. Regular class participation is a significant component of this course.

Honors level courses are designed for students with a strong fundamental knowledge of and interest in the subject, outstanding critical thinking ability, and independent study skills. In addition to analyzing, synthesizing and evaluating material studied, students are expected to be self- motivated, possess good writing skills, consistently participate in class discussion, class presentations, and engage in independent thinking and research.

Advanced Placement (AP) courses are for students who want to pursue the possibility of college credit. Advanced Placement courses are rigorous and require substantial investment of student time and effort. Students are expected to take the Advanced Placement Exam in May.

ADVANCED PLACEMENT PROGRAM INFORMATION

AP Programs may lead to college credit and give an opportunity for the student to select other, or additional, areas of study. You must be highly motivated and willing to work at a high level of achievement to take AP courses. The College Board conducts AP Examinations in May. The examination is scored by educational professionals at the Educational Testing Service Office in Princeton, NJ and scored from 1 to 5. The score, 1, means not recommended for college credit. It does not mean you failed. A score of 3 or better is usually required for college credit. You

must check with Colleges and Universities that you are applying to for their policies on AP credit.

Students enrolled in AP courses are expected to take the AP examination on the scheduled date in May as outlined by the College Board.

Please use this link to access the Hamilton Wenham AP Time Commitment Calculator: AP Time Commitment Calculator

SCHEDULE CONFLICT RESOLUTION

Student schedule conflicts or errors must be processed before the opening of school, or earlier. No changes that unreasonably overload or imbalance the sizes of existing classes will be made. *Once the school year begins, no changes in either semester one or semester two courses will be allowed unless there are extenuating circumstances.*

PROGRAM CHANGE INFORMATION

Any student schedule changes made after the first two weeks in a course will result in a grade of "WP" (Withdrawal Passing) or "WF" (Withdrawal Failing) on the permanent transcript for the course dropped, indicating withdrawal and passing or failing status, at the time of withdrawal. Withdrawal failing will be applied when the grade at the time of withdrawal is 59% or lower.

LEVEL CHANGES

If warranted, and with teacher, counselor, assistant principal, and parent/guardian approval, the following criteria must be met for a level change to be considered:

1. The student has actively participated in the class.
2. The student has completed all assigned homework and class projects.
3. The student has sought additional help outside of the regularly scheduled class time.

If a level change is granted before the end of the semester, the student will take with them the grade they earned from the previous class and will receive a WP or WF on the transcript (when moving from AP to Honors or AP/Honors to CP). All level changes must be made no later than halfway through the semester (1st or 3rd quarter). If you were placed into a course through the override process, you must stay in the course until at least the end of the semester.

ACADEMIC INFORMATION

GRADUATION REQUIREMENTS

Course Distribution Requirements:
4 credits of English
4 credits of Mathematics
3 credits of Social Studies
3 credits of Science (Does NOT include courses in Engineering/Applied Technology)
2 credits of Foreign Language

2 credits of Wellness Education* (0.5 credit is required each year)
1.5 credits of Fine/Applied Arts/Engineering Technology
(.5 credit of Fine/Applied Arts, .5 credit of Engineering/Applied Technology, an additional .5 credit of either)
*Wellness Education is required annually by the DESE

MCAS Requirement

All students must earn passing scores on the Next Generation English Language Arts (ELA), Math, and Science/Technology MCAS tests to be eligible for a diploma. Any student scoring below the passing score threshold in either the ELA or Math MCAS test will have an Educational Proficiency Plan (EPP) to ensure progress toward proficiency. To be eligible to receive a diploma with a Competency Determination (CD) from the state, all students must complete the EPP or score in the passing range on the MCAS tests. All students prepare for MCAS tests by participating in their daily reading, reasoning and communication activities in their required English Language Arts, Mathematics, and Science/Technology classes. Students who meet local graduation requirements but do not pass the MCAS exams are not eligible for a Diploma. Rather, they will receive a Certificate of Attainment.

Community Service Requirement

All students must complete fifty hours of community service through a recognized 501c(3) organization over the course of their high school experience.

Recommended distribution of Community Service hours:

- 9th grade: 10 hours
- 10th grade: 10 hours
- 11th grade: 15 hours
- 12th grade: 15 hours

Early Graduation

Our school does not encourage students to graduate early because we believe most students can profit from four full years of high school. There are cases, nevertheless, when early graduation is an appropriate option. Parental permission and permission from the administration are required. Please see your school counselor for information.

REQUIREMENTS FOR CREDIT RECOVERY

Any student who fails a core course will be expected to make up the course using Educere credit recovery at the student's expense. Students who do not make up a failed course before the next school year will be rescheduled for the previously failed course before moving on to the next course in any sequence. For example, if a student fails English 10, the student must make up the credit in a pre-approved program before the start of the eleventh grade. If not, the school counselor will reschedule the student for the English 10.

- Students must have a semester average of at least a 50% in the failed core course to be

eligible for credit recovery.

- Students will only be able to make up a max of 1 credit (or two .5 credits) through credit recovery per year.
- Any credit recovery course that is passed will be graded as a P on the permanent transcript and will not be reflected in the GPA.

CLASS PROMOTION

The following is a list of minimum credits students must earn to be considered a member of a particular class/grade level:

Entrance into 10th grade	6 credits
Entrance into 11th grade	12 credits
Entrance into 12th grade	18 credits
Graduation	24 credits

GENERAL REQUIREMENTS FOR POST-SECONDARY EDUCATION

While our basic course requirements are sufficient to graduate from high school, many of the entrance requirements for post-secondary institutions require additional levels of study. No set pattern of admission requirements applies to all institutions of higher learning. Specific entrance requirements for post-secondary education should be checked in the published information for each institution. School Counselors will assist students in the college process. Students who are preparing to enter college should select their course sequence from the areas of English, mathematics, science, history/social sciences, and foreign languages with sufficient credits in each area to meet the requirements of the colleges they are interested in.

MASSACHUSETTS STATE COLLEGE AND UNIVERSITY MINIMUM COURSE REQUIREMENTS

Although some colleges may have additional requirements, minimum coursework which totals seventeen (17) college preparatory courses are presently required by the state universities and UMass system. A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.

Subject	**Requirements for Entering College Freshmen**
English	Four courses
Math	4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) including mathematics during the final year of high school

Science	3 courses (from Natural Science and/or Physical Science and/or Technology/ Engineering), including 3 courses with laboratory work
Social Sciences	2 courses (including 1 course in U.S. History)
Foreign Languages	2 courses (in a single language) Note: American Sign Language (ASL) is a foreign language.
Electives	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

Adapted from:
http://www.mass.edu/foradmin/admissions/documents/DHEAdmissionsStandardsReferenceGuide%20June%202016.pdf

GENERAL COLLEGE ENTRANCE REQUIREMENTS

Most colleges require candidates to take the SAT with writing or the ACT-plus writing test. Some colleges require candidates to take the SAT Subject Test in one or more fields. Still other colleges admit candidates without entrance examinations provided that a school official recommends the student. Since the entrance requirements are varied, it is advisable to check with your school counselor at an early date. As a general measure of achievement and for the experience it provides, we recommend students voluntarily take the PSAT (preliminary SAT) in the tenth grade and eleventh grade during the month of October.

NCAA ELIGIBILITY REQUIREMENTS

Students who are interested in college athletics will need to satisfy NCAA Eligibility Criteria. The National Collegiate Athletic Association (NCAA) requires Division I and II athletes to take 16 core courses in their academic program. Participation in Division I or II athletics requires students to be registered and certified by the NCAA Initial-Eligibility Clearinghouse. Hamilton Wenham Regional High School athletes wishing to play intercollegiate sports at the college level should refer to the online NCAA Eligibility Center at http://www.ncaa.org/student-athletes/future. The website will provide students with all of the information and materials needed to complete the registration process for certification by the NCAA Initial-Eligibility Clearinghouse.

COURSE CHANGES FOR 2020-2021

New Courses for 2020-2021
Courses Not Offered in 2020-2021

COURSE OFFERINGS

English
Math/Business
Science/Engineering
Social Studies
World Language
Fine Arts
Health and Wellness

APPENDIX

COURSES THAT FULFILL THE FINE ARTS/APPLIED ARTS/ENGINEERING/...
DIVERSIFIED LEARNING OPPORTUNITIES
GLOBAL COMPETENCE CERTIFICATE

New Courses for 2020-2021

Course Name	Rationale
Biotechnology	This new semester elective will provide students with the opportunity to develop knowledge and practice skills that are used in the biotechnology sector.
Contemporary History	This semester elective was last run in 2018-2019; it is offered every other year.
Current American Conflicts: Dialogue and Debate	This semester elective was last run in 2018-2019; it is offered every other year.
Mandarin 5	The current juniors in Mandarin 4 will take Mandarin 5 in 2020-2021. This is a yearlong course.
Grade 10 Wellness	In 2019-2020, freshmen and sophomores take Adventure Leadership Education 1 (ALE1). Prior to 2019-2020, only sophomores took ALE1. The decision was made for this to become a freshman course starting in 2019-2020, because of ALE1's emphasis on teamwork, cooperation, and challenge. Grade 10 Wellness will be the required sophomore course beginning in 2020-2021. This is a semester course.
Environmental Leadership	This new semester elective will provide students with the knowledge, skills, and agency needed to effect positive change with respect to environmental issues.

Courses Not Offered in 2020-2021

Course Name	Rationale
Contemporary World Literature	This course was offered in 2019-2020. It did not run because of low sign-ups. It has not run since 2012-2013.
Reel History	This course is running in 2019-2020. It is offered in alternate years and will be available again in 2021-2022.
Law and Society	This course is running in 2019-2020. It is offered in alternate years and will be available again in 2021-2022.
Experimental Design	This course was offered in 2019-2020. It did not run because of low sign-ups. It has not run since 2016-2017.
Design, Program, and Create Digital Art	This course was offered in 2019-2020. It did not run because of low sign-ups. It has been offered for several years but has not run.
Web Page Design	This course was offered in 2019-2020. It did not run because of low sign-ups. It has not run since 2016-2017.
Theatre 2	This course was offered in 2019-2020. It did not run because of low sign-ups. It has not run since 2008-2009.

English Courses

English 9: Genre Study, Writing, Literary Analysis
H 1.0000 Credit Course #1100
Genre Study, Writing, and Literary Analysis focuses on writing, literature, and oral communication. Writing assignments which are frequent and increasingly demanding as the year progresses involve four modes: descriptive, narrative, personal, and expository. Emphasis is placed on the literary essay, especially the development of a debatable thesis statement, the creation of strong claims, and the selection of the best textual evidence. The honors level student should already be proficient in reading, grammar, usage, vocabulary, and the fundamentals of essay writing. Students learn the characteristics of the four literary genres (short story, novel, drama, and poetry) by studying traditional and modern works. In learning to analyze and appreciate literature, students read such major works as To Kill a Mockingbird, Romeo and Juliet, and The Odyssey, with particular focus on themes related to coming-of-age, self-discovery, and critical decision-making. Because the honors level class moves at a rapid pace, students must be disciplined, possess strong study skills, and maintain excellent attendance. Enrollment in this course is based on proven performance, recommendation of the eighth grade English teacher, and approval of the English Department Head.

English 9: Genre Study, Writing, Literary Analysis
CP 1.0000 Credit Course #1101
Genre Study, Writing and Literary Analysis introduces students to the four literary genres: short story, novel, drama, and poetry. Students write in the four modes: descriptive, narrative, personal, and expository. Emphasis is placed on the literary essay, especially the development of a debatable thesis statement, the creation of strong claims, and the selection of the best

textual evidence. Instruction in the essentials of the expository essay prepares students for writing success across the curriculum and for the requirements of the MCAS test in the sophomore year. Many of the literary works, such as To Kill a Mockingbird, The House on Mango Street, and Romeo and Juliet, focus on themes related to coming-of-age, self-discovery, and critical decision-making. Grammar and usage are covered as part of the writing process. Critical and abstract thinking skills are developed through literary interpretation; communication skills are practiced through regular class discussions. Students in Literary Analysis must be willing readers who are motivated to improve their skills in both reading and writing.

English 10: Classic and Cultural Literary Analysis

H 1.0000 Credit Course #1200

The sophomore honors curriculum moves at a challenging pace so that students continue to grow as readers, writers, critical thinkers, and speakers. Students in this course should enjoy reading regularly and forming their own interpretations of class texts. Students contribute frequently in class discussions. Having learned key aspects of the expository essay in the ninth grade, sophomore honors students experiment with variations of the form and practice other modes of writing, including description, narration, and persuasion. Students also practice the skill of close reading in order to deepen their understanding of core texts. Literary analysis includes a variety of classic and modern works. Enrollment in this course is based on proven performance and the recommendation of the ninth grade English teacher.

English 10: Classic and Cultural Literary Analysis

CP 1.0000 Credit Course # 1201

The goal for tenth grade English is to improve students' reading, writing, thinking, and speaking skills. To reach a high level of reading and writing competence, students analyze the works of traditional and modern writers. They also practice the skill of close reading in order to deepen their understanding of core texts. Writing assignments, taken from personal experience, readings, and related topics, focus on organization, expansion of ideas, clarity of expression, use of specific details, and appropriate diction--all aimed at developing critical thinking, voice, and style. Emphasis is placed on process as well as product. The tenth grader writes critical essays based on class readings, essential questions, and themes. The review of writing skills, the study of vocabulary in context, and the analysis of literature all help to prepare students for the MCAS test, as well as future reading and writing tasks.

English 11: American Literature

H 1.0000 Credit Course #1300

Honors American Literature focuses on the close reading and thoughtful interpretation of classic and modern American authors. The Scarlet Letter, The Adventures of Huckleberry Finn, The Great Gatsby, and The Catcher in the Rye are among the core works. Key units of study may include The Individual and Society, The Spirit of Rebellion, and Dream Versus Reality: What is Possible in America? The historical and cultural contexts of the works are also examined. Students continue to develop the range of skills necessary to become effective readers, writers, thinkers, and speakers. Enrollment in this course is based on proven performance and the recommendation of the tenth grade English teacher.

English 11: American Literature
CP 1.0000 Credit Course #1301
The junior curriculum focuses on a core of American masterpieces from classic and modern authors. Titles include The Crucible, The Adventures of Huckleberry Finn, and The Great Gatsby. Students examine literary works both thematically and stylistically through a variety of responses: discussion, papers, presentations, and projects. Key units of study may include The Individual and Society, The Spirit of Rebellion, and Dream Versus Reality: What is Possible in America? The historical and cultural contexts of the works are also examined. Students continue to work on close reading, textual analysis, critical thinking, and persuasive writing.

Humanities: America and the World
H 2.0000 Credit Course #9310
This double block humanities course fulfills both the 11th grade American Literature and the 11th grade US and World History II requirement. Rather than see these two disciplines in isolation, students will explore the connections between historical time periods and engaging, representative works of fiction and nonfiction in order to deepen their understanding of the early 20th Century through the beginning of the 21st Century. Units of study will be organized by theme in order to encourage student engagement in and ownership of the learning process. As students read, discuss, and write about culture, history, and literature, they will develop key skills central to both disciplines. As in all English and Social Studies course, students will read closely, communicate effectively, test their ideas by being exposed to different points of view, and think critically by finding compelling sources and textual evidence. In addition, students will learn how to synthesize ideas about literary and historical texts, film, art and musical compositions in order to respond to the core themes and discuss the larger cultural impact of their ideas. Finally, the project and discussion based approach of the class will explore themes including Human Nature and Conformity, Dream vs Reality and The Individual vs. Society. Students will complete a National History Day research project in the fall semester, write a research paper in the spring semester, and read and analyze additional texts and cultural materials throughout the course of the year.

Prerequisite: Successful completion of 10th grade course.

Humanities: America and the World
CP 2.0000 Credit Course #9311
This double block humanities course fulfills both the 11th grade American Literature and the 11th grade US and World History II requirement. Rather than see these two disciplines in isolation, students will explore the connections between historical time periods and engaging, representative works of fiction and nonfiction in order to deepen their understanding of the early 20th Century through the beginning of the 21st Century. Units of study will be organized by theme in order to encourage student engagement in and ownership of the learning process. As students read, discuss, and write about culture, history, and literature, they will develop key skills central to both disciplines. As in all English and Social Studies course, students will read

closely, communicate effectively, test their ideas by being exposed to different points of view, and think critically by finding compelling sources and textual evidence. In addition, students will learn how to synthesize ideas about literary and historical texts, film, art and musical compositions in order to respond to the core themes and discuss the larger cultural impact of their ideas. Finally, the project and discussion based approach of the class will explore themes including Human Nature and Conformity, Dream vs Reality and The Individual vs. Society. Students will write a research paper in the spring semester.

Prerequisite: Successful completion of 10th grade course.

English 12

H 1.0000 Credit Course #1400

The senior honors curriculum builds on the critical skills developed in the honors American Literature or American Studies course. Senior English challenges students to become more independent readers, writers, and thinkers. As part of the course, students examine a range of texts and perspectives in order to deepen their understanding of key essential questions. Rather than reading texts in isolation, students will be asked to compare and contrast texts, synthesize differing viewpoints, and develop their own informed interpretations. Students will also work more independently throughout the year, which includes taking an active role in a literature circle group for a self-selected text. The course helps students to continue to develop the skills of close reading, critical thinking, persuasive writing, and thoughtful discussion. At the beginning of the year, students work through drafts of the college essay, with particular attention to descriptive writing, reflective writing, and voice. Students in this course must be willing to work independently. After strengthening their research and writing skills in the first semester, students will develop their own research topic, read widely about it, and compose a final research paper by the end of the second semester. Enrollment in this course is based on proven performance and the recommendation of the eleventh grade English teacher.

English 12

CP 1.0000 Credit Course #1401

Senior English encourages students to become more independent readers, writers, and thinkers. As part of the course, students examine a range of texts and perspectives in order to deepen their understanding of key essential questions. Rather than reading texts in isolation, students will be asked to compare and contrast texts, synthesize differing viewpoints, and develop their own informed interpretations. One way students will work more independently throughout the year is by taking an active role in a literature circle group for a self-selected text. The course helps students to continue to grow as close readers, critical thinkers, and persuasive writers. Class discussion will be a key component of the course, allowing students to test their ideas and refine their points of view. Students continue to work on writing as a process, with each draft an improvement over the previous version. At the beginning of the year, students plan, write, and revise their college essay, with particular attention to descriptive writing, reflection, and voice. After strengthening their research and writing skills in the first semester, students will develop their own research topic, read widely about it, and compose a final research paper by the end of the second semester.

English 12: AP Literature & Composition
AP 1.0000 Credit Course #1405
The senior Advanced Placement Literature and Composition course conforms to the guidelines set by the College Board for Advanced Placement programs. The curriculum builds on the critical skills developed in the honors American Literature or American Studies course. AP English helps students to continue to develop the skills of close reading, critical thinking, persuasive writing, and thoughtful discussion. As part of the course, students examine a range of texts and perspectives in order to deepen their understanding of key essential questions. Rather than reading texts in isolation, students will be asked to compare and contrast texts, synthesize differing viewpoints, and develop their own informed interpretations. The historical and cultural contexts of the works are examined, and students read literary criticism to deepen their understanding of core works. In addition to reading novels and plays, students will explore poetry and short prose pieces to hone their analytical skills. Students will track how a writer's use of key literary devices shapes the meaning of the work as a whole. Special emphasis is given to on-demand essays since students taking this course are expected to take the AP Literature and Composition exam in May. At the beginning of the year, students work through drafts of the college essay, with particular attention to descriptive writing, reflection, and voice. Students in this course must be willing to work independently. Enrollment in this course is based on proven performance and the recommendation of the eleventh grade English teacher.

Creative Writing
H 0.5000 Credit Course #1500
This course is designed for students who have a serious interest in, love of, and commitment to writing. Students will be required to keep a daily journal and will participate in weekly in--class readings, and discussions of their work. They will learn to give and accept thoughtful, constructive criticism and to consider revision as essential to all finished writing. Appropriate readings from both classroom handouts and books will be assigned. Among the genres covered will be the short--short story (sometimes called flash fiction), the short story, the dramatic dialogue, the one--act play, numerous poetic forms, the personal essay, and the arts review. Students will also learn the fundamentals of the submission process; they will be encouraged to submit to the school's literary magazine, to enter contests, and to aim for wider publication. Class participation, earnestness of effort in the completion of all assignments, and the overall expressive quality of works produced will be the basis for grading.

Students must be sophomores, juniors, or seniors and be in good standing in their core English class to take this English elective. Students interested in taking Creative Writing for Honors credit will be required to meet the following additional criteria: additional writing due each week; a willingness to read your work; submission of written work to area contests, publications, and/or workshops; and active participation in organizing, editing, and producing Generally Speaking, the HWRHS Literary Magazine.

Creative Writing
CP 0.5000 Credit Course #1501

This course is designed for students who have a serious interest in, love of, and commitment to writing. Students will be required to keep a daily journal and will participate in weekly in--class readings, and discussions of their work. They will learn to give and accept thoughtful, constructive criticism and to consider revision as essential to all finished writing. Appropriate readings from both classroom handouts and books will be assigned. Among the genres covered will be the short--short story (sometimes called flash fiction), the short story, the dramatic dialogue, the one--act play, numerous poetic forms, the personal essay, and the arts review. Students will also learn the fundamentals of the submission process; they will be encouraged to submit to the school's literary magazine, to enter contests, and to aim for wider publication. Class participation, earnestness of effort in the completion of all assignments, and the overall expressive quality of works produced will be the basis for grading. Students must be sophomores, juniors, or seniors and be in good standing in their core English class to take this English elective.

Independent Reading

H 0.5000 Credit Course #1510

One of the best ways to become a stronger reader and writer is to read. Many students say that they enjoy reading when they can choose what they read and when they have the time to do it. In this course, students will read books of their choosing at or slightly above their reading level. Whether a student struggles with reading or just wants more opportunities to read, this course will help students to develop the strategies necessary to improve their reading skills. Brief mini-lessons will help to develop a range of reading strategies, but students will spend most of their class time reading books they have chosen and applying those strategies to texts that they are excited to be reading. The instruction will be very individualized, so students in the class will not be reading the same books or genres unless they choose to. Students will keep both a reading log and a reading journal (traditional or digital) to track their individual progress and thinking. Through a partnership between the teacher of the course, the school media specialist, and the town teen librarian, the goal will be to find the right books for each student in the class. Since this elective will focus on reading rather than writing, students will not be writing essays as a form of assessment; instead, students will be assessed as developing readers through their reading log and reading journal, as well as their growth throughout the semester.

This elective is open to all freshmen, sophomores, juniors, and seniors. Students interested in taking Independent Reading for Honors credit will design an independent project in conjunction with the teacher, then actively work on completing this project throughout the semester.

Independent Reading

CP 0.5000 Credit Course #1511

One of the best ways to become a stronger reader and writer is to read. Many students say that they enjoy reading when they can choose what they read and when they have the time to do it. In this course, students will read books of their choosing at or slightly above their reading level.

Whether a student struggles with reading or just wants more opportunities to read, this course will help students to develop the strategies necessary to improve their reading skills. Brief mini-lessons will help to develop a range of reading strategies, but students will spend most of their class time reading books they have chosen and applying those strategies to texts that they are excited to be reading. The instruction will be very individualized, so students in the class will not be reading the same books or genres unless they choose to. Students will keep both a reading log and a reading journal (traditional or digital) to track their individual progress and thinking. Through a partnership between the teacher of the course, the school media specialist, and the town teen librarian, the goal will be to find the right books for each student in the class. Since this elective will focus on reading rather than writing, students will not be writing essays as a form of assessment; instead, students will be assessed as developing readers through their reading log and reading journal, as well as their growth throughout the semester. This elective is open to all freshmen, sophomores, juniors, and seniors.

Journalism

H 0.5000 Credit Course #1520

This elective will allow students interested in media, newspaper production, writing, editing, art, and photography to work on a collaborative team to produce both print and digital editions of the General Consensus school newspaper. The class will work collectively to generate ideas, assign articles, research and write stories, arrange the layout, and produce the final editions. Students will learn about the importance of newspapers historically and their watchdog role in contemporary society as a springboard into their own work producing regular editions of General Consensus. Students will learn about how to maintain journalistic integrity, how to be an effective reporter, how to research relevant background information, and how to conduct compelling interviews. The classroom "staff" will learn how to write and edit news articles, op-ed pieces, reviews, features, profiles, sports and extracurricular stories, and columns. Students will take on leadership roles and work independently throughout the semester as they learn to design a strong final product, problem solve as issues arise, and collaborate with peers. By publishing regularly, students in this class will have the real-world experience of contributing to a newspaper that explores the local and global issues of the day.

This elective is open to all freshmen, sophomores, juniors, and seniors. Students interested in taking Journalism for honors credit must be willing to take on a leadership role in the creation of regular editions of the newspaper. This role of editor will require additional time outside of class to complete. Honors credit will also include writing weekly news articles, photographing live events weekly, and completing a final Honors project.

Journalism

CP 0.5000 Credit Course #1521

This elective will allow students interested in media, newspaper production, writing, editing, art, and photography to work on a collaborative team to produce both print and digital editions of the General Consensus school newspaper. The class will work collectively to generate ideas,

assign articles, research and write stories, arrange the layout, and produce the final editions. Students will learn about the importance of newspapers historically and their watchdog role in contemporary society as a springboard into their own work producing regular editions of General Consensus. Students will learn about how to maintain journalistic integrity, how to be an effective reporter, how to research relevant background information, and how to conduct compelling interviews. The classroom "staff" will learn how to write and edit news articles, op-ed pieces, reviews, features, profiles, sports and extracurricular stories, and columns. Students will take on leadership roles throughout the semester as they learn to design a strong final product, problem solve as issues arise, and collaborate with peers. By publishing regularly, students in this class will have the real-world experience of contributing to a newspaper that explores the local and global issues of the day. This elective is open to all freshmen, sophomores, juniors, and seniors.

Math/Business Courses

Algebra 1
CP 1.0000 Credit Course #2101
Algebra is the branch of mathematics that uses symbols and numbers to describe relationships. This course explores algebra through the graphical, tabular, algebraic and descriptive representations. With a major focus on linear and quadratic functions students are also introduced to a variety of other functions throughout the course. The course will also thoroughly review and expand on students' current abilities and understanding of simplifying algebraic and numeric expressions and solving linear equations and inequalities. Working with quadratic functions in different forms and solving quadratic equations, as well as some statistics topics are also included in the course.

Prerequisite: None

Geometry
H 1.0000 Credit Course #2110
This course offers a thorough foundation of the essential topics of plane geometry, emphasizing the development of clear, orderly thinking via deductive and inductive reasoning. Application of theorems and postulates plays a major role in making geometric connections in problem solving. At the honors level, fluency and flexibility with all algebraic skills related to systems of linear equations and quadratic equations is assumed.

Prerequisite: Successful completion of Algebra 1, Algebra 1 teacher recommendation and Algebra to Geometry placement test (for students transferring to the district, these prerequisites must be met).

Geometry
CP 1.0000 Credit Course #2111

This course is designed to give each student an investigative approach to the world of geometry. Transformations on the coordinate plane are integrated throughout the course which covers undefined terms, definitions, theorems, corollaries, and axioms necessary to develop the deductive reasoning and logic in geometric proofs. The geometric ideas of parallelism, congruent triangles, quadrilaterals, similarity, right triangles, circles, constructions, area, volume, right triangle trigonometry, sine and cosine laws, and probability and statistics form the basis of the course.

Prerequisite: Algebra 1 CP

Algebra 2
H 1.0000 Credit Course #2200
Rational, irrational and complex number systems are studied in this course. Linear, quadratic, exponential and logarithmic functions and inverse relations are explored. Graphical interpretation is stressed and supported with emphasis on applications using graphing calculators. Therefore, a graphing calculator is required for this course. We recommend a TI 84 plus. Data modeling is investigated through technology based activities. This course also studies permutations, combinations and binomial expansion.

Prerequisite: B-- in Geometry H or teacher recommendation

Algebra 2
CP 1.0000 Credit Course #2201
This course expands on the students exploration of algebra in Algebra 1 and Geometry. It covers linear equations and inequalities: the concepts involving relations, functions and their graphs. Linear systems in two variables, factoring and operation of polynomials, solutions of higher degree equations and inequalities will also be covered. Operation of rational expressions, solving radical equations and solving equations with complex roots, and coordinate geometry are also included. As time allows the study of logarithms and exponential functions will be explored.

Prerequisite: Geometry CP

Pre-Calculus
H 1.0000 Credit Course #2300
This course requires students to put together all of the skills and understandings they have explored in previous math courses through problem solving and graphing, with an emphasis placed on applications of the functions. Topics to be covered include: trigonometric functions and vectors, conics, arithmetic and geometric sequences and series, and polynomial, logarithmic, and exponential functions. The students will also begin to investigate the basic concepts of calculus, such as limits and derivatives.

Prerequisite: B-- in Algebra 2 H or teacher recommendation

Pre-Calculus
CP 1.0000 Credit Course #2301
This course covers traditional topics in Pre-Calculus through a problem solving and graphical approach. Topics to be covered include trigonometric functions, vectors, conics, sequences, series, exponential functions, and logarithmic functions. In conjunction with the study of rational functions, students will begin to investigate limits, a basic concept of calculus.

Prerequisite: B-- in Algebra 2 CP or teacher recommendation

Calculus
H 1.0000 Credit Course #2400
This course requires a strong understanding of the concepts of Algebra and Pre-Calculus. This course studies limits, the definition of derivative, techniques of differentiation, the definite integral, and techniques of integration. These concepts are all applied to polynomial, rational, logarithmic, exponential and trigonometric functions and their applications.

Prerequisite: C in Pre-Calculus H, B in Pre-Calculus CP or teacher recommendation

AP Calculus AB
AP 1.0000 Credit Course #2405
The content of this course follows the syllabus of the AB Calculus course as prescribed by the Advanced Placement Program of the College Entrance Examination Board. All students are required to take the AP examination in May in order to earn credit for the course. Use of graphing calculators is an integral part of the course and the AP examination.

Prerequisite: A- in Pre-Calculus H or teacher recommendation

Advanced Algebra and Trigonometry
CP 1.0000 Credit Course #2411
This full-year course allows seniors who have passed Algebra 2 to further strengthen their algebra skills and study trigonometry before taking a Pre-Calculus course at college. Topics to be covered include: Algebra 2 review; slope and rates of change; rules of functions; graphing functions; quadratic, exponential, logarithmic, composite and inverse functions; the sine and cosine laws; radians; the unit circle and the trigonometric function; basic trigonometric identities; solution of linear trigonometric equations; arithmetic and geometric sequences, use of sigma notation.

Prerequisite: Algebra 2 CP plus teacher recommendation

AP Statistics
AP 1.0000 Credit Course #2455
This course is a full-year course that follows the syllabus of the statistics course as prescribed by the Advanced Placement Program of the College Entrance Examination Board and is the equivalent of a semester college statistics class. Only students who are ready to work at the

college level should consider this course. The purpose of the AP course in statistics is to introduce the major concepts and tools for collecting, analyzing and drawing conclusions from data. The following four broad conceptual themes will be discussed: exploring data, planning a study, anticipating patterns, and statistical inference. Throughout the course, students will be required to collect data, make predictions, read about studies, analyze data, discuss findings and write explanations. In order to succeed in AP Statistics, students need a strong mathematics background, excellent study habits, regular attendance, and a willingness to ask questions and take risks. Enrolled students are expected to take the AP Statistics examination in May.

Prerequisite: Enrollment in Algebra 2 H, Pre-Calculus or Calculus (CP or H), or completion of Algebra 2 CP with B and teacher recommendation

Statistics
CP 1.0000 Credit Course #2501
This full-year course allows seniors who have passed Algebra 2 to deepen their knowledge of statistics in preparation for college courses with a heavy emphasis on statistics; for example, Biology, Psychology, and Economics. The course utilizes Excel software to create graphs and charts and aid in calculations. Topics to be covered include: describing, charting, and analyzing distributions of categorical and quantitative data; the Normal Distribution; linear regression, statistical surveys, studies and experiments; simulation with random numbers; probability and probability distributions, expected values; hypothesis testing and statistical inference.

Prerequisite: Algebra 2 CP plus teacher recommendation

Math of Finance
H 0.5000 Credit Course #2510
The purpose of this course is to learn business skills and help students make intelligent decisions in our global economy. Mathematical formulas will be developed and utilized to determine paychecks, taxes, interest, tax returns, mortgages, annuities, and equity. Excel spreadsheets will be used to explore advanced financial concepts. Students will also gain a basic understanding about the global financial markets and how they affect their future. Students will engage in case studies and make presentations based on their findings. This course is perfect for those students who want to build off their knowledge from Personal Finance, or are interested in studying business in college.

Prerequisite: Only junior and senior students are eligible for this course.

Math of Finance
CP 0.5000 Credit Course #2511
The purpose of this course is to learn business skills and help students make intelligent decisions in our global economy. Mathematical formulas will be developed and utilized to determine paychecks, taxes, interest, tax returns, mortgages, annuities, and equity. Excel

spreadsheets will be used to explore advanced financial concepts. Students will also gain a basic understanding about the global financial markets and how they affect their future. Students will engage in case studies and make presentations based on their findings. This course is perfect for those students who want to build off their knowledge from Personal Finance, or are interested in studying business in college.

Prerequisite: Only junior and senior students are eligible for this course.

Introduction to Computer Science
CP 0.5000 Credit Course #2661
This course is designed to expose students to the algorithmic thinking necessary for computer programming. This course will utilize drag and drop programming platforms such as Scratch to explore the algorithmic thinking and will work with programming languages such as Basic and Java to gain an appreciation for the exactness of syntax required in programming. For those with no programming experience, this course is recommended before taking AP Computer Science.

Prerequisite: Algebra 1

AP Computer Science
AP 1.0000 Credit Course #2665
AP Computer Science is the equivalent of a one--semester course in computer science at college. The focus of the course is on computer programming using the Java programming language, a modern, object-oriented programming language that uses the same core syntax as C++, and creates programs that run on Windows, Linux and the Mac. The majority of the course time will be spent in the STEM lab. Students are expected to spend at least 3 hours per week writing Java programs OUTSIDE class time, and the vast majority of homework assignments will be writing Java programs. All students are required to take the AP exam for this course in May.

Due to the computer requirement for this course, class size will be capped at 25 students. This is meant to insure the safety of all involved. Qualified seniors will be given first priority for placement, followed by juniors, and sophomores

Prerequisite: Completion of Geometry H, Algebra 2 H, Pre-Calculus or Calculus OR successful completion of Introduction to Computer Science OR substantial computer experience as determined by the teacher during a 1:1 conversation. This course is open to students in grades 10-12 with the aforementioned qualifications.

Financial Literacy
CP 0.5000 Credit Course #2701
Financial Literacy provides a foundation for a healthy relationship with money, earning, spending, and debt as it relates to your current life and future. The course will follow four themes:

- You are responsible for yourself
- Your present self impacts your future self
- You are better off in a community than by yourself
- Investing helps you cope with risk and uncertainty

This personal finance course introduces students to concepts and practices necessary for the successful management of their personal finances while addressing the knowledge, skills, attitudes, and behaviors associated with the management of family finances. Students will develop a consistent framework for thinking through financial choices in order to improve their well-being. Decisions require action. Students who take charge of their finances are better prepared to invest in themselves and cope with the financial ups and downs that life will bring.

Prerequisite: None

Marketing 1
CP 1.0000 Credit Course #2711
Students in this course will discover what it takes to market a product or service in today's fast-paced business environment. Using real-world examples, students will learn the fundamentals of marketing, which includes buyer behavior, marketing research principles, demand analysis, distribution, financing, and product management. Effective marketing is critical for the long-term success of any business organization because this function ensures that the firm attracts, retains, and grows customers by creating, delivering, and communicating superior customer value. Additional topics will include professionalism in the workplace, product planning and positioning, promotion, pricing, selling, and the impact of technology on the marketplace. Membership and participation in the school's co-curricular DECA program is a required part of the course.

Prerequisite: Grades 10-12

Marketing 2
CP 1.0000 Credit Course #2721
This innovative course introduces the fundamentals of marketing within the backdrop of the sports and entertainment industries. Marketing strategies will be stressed through the topics of sponsorship, pricing, market research, endorsements, and promotions. This course will develop critical thinking, decision-making and communication skills through real world applications. Students learn how professional athletes, sports teams, and well-known entertainers are marketed as commodities and how some of them become billionaires as a result. For students who have ever wondered how things work behind the scenes of a major sporting event such as the Super Bowl or even entertained the idea of playing a role in such an event, this course introduces the fundamentals of a career in sports and entertainment marketing. Membership and participation in the school's co-curricular DECA program is a required part of this course.

Prerequisite: Grades 10-12

Entrepreneurship

CP 0.5000 Credit Course #2741

Entrepreneurship provides students with a working background on the skills and knowledge necessary to own and operate their own small businesses. Students examine the environment of small business ownership, the procedures and skills necessary to open a small business, and the policies and practices of a successful small business operation. Participation in the school's co-curricular DECA program is a required part of this course.

Prerequisite: Grades 10-12

Science/Engineering Courses

Biology
H 1.0000 Credit Course #3100
Honors Biology is the rigorous study of living organisms. It includes an in-depth unit on the structure of cells and their physiological functions. The biochemistry needed to understand basic biological processes is covered in some detail. Much emphasis is given to genetics, especially in the area of molecular biology and biotechnology. Evolutionary trends leading to the study of the diversity of life is an important part of the curriculum. The interdependence of living things is stressed as are the principles of ecology and bioethics. Preserving the fragile balance of life on earth is a major theme. Several out of class projects are required. Students enrolled in Biology will take the required Biology MCAS at the end of the school year.

This level requires students to:
- Be more responsible for their planning
- Quickly develop their organizational skills
- Possess initiative and curiosity
- Have a strong background in mathematics

Prerequisite: Teacher recommendation or permission of the Curriculum Leader

Biology
CP 1.0000 Credit Course #3101
College Preparatory Biology is a rigorous study of living organisms which has sufficient depth and breadth for any student going on to a competitive college. The course will include the study of cells, basic biochemistry, and their physiology, genetics, and biotechnology, a study of the diversity of organisms, hereditary and evolutionary processes, and the ecological factors influencing all living organisms. Students enrolled in Biology will take the required Biology MCAS at the end of the school year.

This level requires students to:
- Develop observational, analytical, organizational skills
- Reflect upon their learning and progress
- To utilize reading, writing, and mathematical skills in the study of science

Chemistry
H 1.0000 Credit Course #3200
This course is designed to prepare students for a major in Chemistry or in related science fields. Topics covered are atomic structure, periodic trends, quantum mechanics, chemical bonding,

stoichiometry, thermochemistry, electrochemistry, acid--base theory, REDOX reactions, and chemical equilibria. The full-year laboratory course utilizes inquiry labs, emphasizes experimentation, and quantitative data analysis. Students selecting this class should have strong math based problem solving skills, strong organizational skills, be independent learners, be able to closely read and evaluate more complicated problems and be comfortable demonstrating their ability to take newly learned concepts and combine them to solve a new real world problem on an examination.

Prerequisite: B-- in Biology Honors or an A- -in Biology College Prep.; B- or better in previous mathematics class at an Honors level or an A- at the CP level and successful completion or current enrollment in Algebra II, or permission of Curriculum Leader.

Chemistry
CP 1.0000 Credit Course #3201
This chemistry course covers the fundamental and traditional concepts of general chemistry. Topics covered are atomic structure, periodic trends, formulas and reactions, quantitative relationships, states of matter, chemical bonding, thermochemistry, equilibrium and acids and bases. This is a comprehensive laboratory course including inquiry based labs and data analysis.

Prerequisite: Successful completion of Biology and successful completion of Algebra 1

Physics
H 1.0000 Credit Course #3300
Honors Physics is a college preparatory course recommended for any student who will be applying to selective colleges but does not want the rigor of an AP course. A high school physics course is highly recommended for anyone planning a career in science, engineering, medicine or the health sciences. This course is designed with problem-solving at its center with frequent use of Algebra I. Instruction will be through a combination of labs, hands-on activities, demonstrations, projects, problem solving, and the use of technology. Topics of this course include forces and motion, waves and optics, the nature of light and sound, and electricity and magnetism. The course requires students to have a strong background in Algebra I and general problem solving skills.

Prerequisite: B- or better in Chemistry Honors; A- or better in Chemistry College Prep; B- or better in previous mathematics class at an Honors level or A- at CP level. and current enrollment in Honors Pre-Calculus or higher mathematics course; or permission of Curriculum Leader.

Physics
CP 1.0000 Credit Course #3301
CP Physics is a college preparatory course recommended for any student who will be applying to college but does not go into as much mathematical rigor as Honors Physics. A high school physics course is highly recommended for anyone planning a career in science, engineering,

medicine or the health sciences. This course is designed with problem-solving at its center with frequent use of Algebra I. Instruction will be through a combination of labs, hands-on activities, demonstrations, projects, problem solving, and the use of technology. Topics of this course include forces and motion, waves and optics, the nature of light and sound, and electricity and magnetism. The course requires students to have a solid background in Algebra I and general problem solving skills.

Prerequisite: Successful completion of Biology and Chemistry; successful completion of Algebra 1 and C or better in Geometry at College Prep. level.

AP Biology

AP 1.0000 Credit Course #3405

This course is intended to be equivalent to a two--semester college introductory biology course usually taken by biology majors. The goal is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The knowledge explosion in biology makes these goals more challenging. Therefore, essential to conceptual understanding is the grasp of science as a process rather than as mere accumulation of facts. Primary content emphasis is in three areas: molecules and cells, heredity and evolution, and organisms and populations. The laboratory component of this course is extremely important, so a major portion of the time is spent in a laboratory setting. Students should expect to meet for two additional power blocks per week as necessary in order to participate fully in each lab. Laboratory work encourages development of important skills such as detailed observation, data interpretation, statistical analysis, and operational technique. The laboratory and coursework are designed to challenge students' abilities to understand problems, develop hypotheses, design properly controlled experiments, draw conclusions and think analytically. Students should expect to spend at least five hours a week studying course content outside of class so that class time can be utilized for laboratory investigations. Students in this course are expected to take the Advanced Placement Biology exam in May.

Prerequisite: A or better in College Prep. Chemistry, B or better in Honors Chemistry; B or higher in Algebra II honors or A in CP Algebra II; or permission of the Curriculum Leader.

AP Chemistry

AP 1.0000 Credit Course #3415

This course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students will be expected to take the AP Chemistry examination that takes place in the spring. Students will attain a depth of understanding in the following topics: Stoichiometry, Chemical Reactions, Electrochemistry, Thermochemistry, Kinetics, Equilibrium, Acids and Bases, Atomic Structure, Periodicity, Inter and Intramolecular Bonding, and Solution Chemistry. This course contains a large amount of laboratory work that is crucial to attain a thorough understanding of these topics, including hands-on inquiry based labs. In order to accomplish this, the course meets for two additional power blocks per week. This course will contribute to the development of the students' ability to think clearly and to express their ideas, orally and in writing, with clarity and logic. To be successful in this class,

students should expect to need to spend at least five hours a week studying outside of class. The class will require completion of a summer assignment. This class is highly recommended for students interested in pursuing a career in the medical field, scientific research, or engineering.

Prerequisite: A or better in College Prep Chemistry, B or better in Honors Chemistry; B or higher in Algebra II Honors or A in College Prep Algebra II; or permission of the Curriculum Leader.

AP Physics

AP

1.0000 Credit Course # 3425

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics, energy, momentum, waves and sound, and electricity. Unlike other AP science courses, no prior coursework in physics is necessary for students to enroll in AP Physics 1. Because the course relies on frequent algebraic manipulation of variables, students are expected to have excellent Algebra I and general problem solving skills (and some basic knowledge of trigonometry). For students deciding between Honors and AP Physics, this course will have a much greater workload and a greater emphasis on mathematical problem solving. The laboratory component of this course is extremely important, so a major portion of the time is spent in a laboratory setting. The laboratory and coursework are designed to challenge students' abilities to understand and solve problems, develop experimental designs, draw conclusions, think analytically, and develop hypotheses. AP Physics is highly recommended for students interested in pursuing a career in science or engineering. The class will require completion of a summer assignment and students in this course are expected to take the Advanced Placement Physics exam in May.

Prerequisite: A or better in College Prep Chemistry, B or better in Honors Chemistry; B or higher in Algebra II Honors (or concurrently enrolled) or A in College Prep Algebra II; or permission of the Curriculum Leader.

Anatomy and Physiology

H 1.0000 Credit Course #3440

This course provides a comprehensive study of the anatomy and physiology of the human body. Form and Function is a unifying theme of this course. Topics include: body organization; homeostasis and homeostatic imbalances; tissues and the following systems: integumentary, skeletal, muscular, nervous systems, special senses, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid- base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in–depth understanding of principles of anatomy and physiology and their interrelationships. This course will focus on the medical and clinical applications of the body systems, and is recommended for all students interested in pursuing a career in any of the health -related fields, (nursing, medicine, physical and occupational therapy,

etc.) Also included will be the analysis of the medical procedures and tests (blood test, MRI, etc.) such that the student is able to understand and comprehend precisely how these evaluations are done and what type of information they provide for the physician. This course will include extensive analysis of various surgical procedures and techniques currently utilized in the world of medicine. In addition, various lab activities to further illustrate the structure and function of the human body will be included.

Guest speakers from the medical field will also be invited in to discuss their careers with students as part of our A&P Guest Speaker Series.

This honors level course will be demanding. Students should be independent learners, bring curiosity, be organized, and have strong study skills. In addition to the rigorous curriculum, students will also participate in 3 laboratory practical exams much like they will see in science at the collegiate level. There is also a medical dissection of a fetal pig in the spring to be done in teams of 4 - 5 students.

Prerequisite: B- or better in Chemistry Honors; A- or better in Chemistry College Prep, and successful completion of Biology.

Anatomy and Physiology
CP 1.0000 Credit Course #3441
This course provides a general study of the anatomy and physiology of the human body. Topics include: body organization, homeostasis, cells, tissues and the following systems: integumentary, skeletal, muscular, nervous systems, special senses, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid--base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate a general understanding of principles of anatomy and physiology and their interrelationships. Anatomy and physiology will be very useful for students to better understand their own body functions and therefore relate this information to their personal health. Likewise, it is also recommended for students who are interested in any of the health fields (nursing, medicine, physical and occupational therapy), as the sciences, (particularly biology), and physical education majors as well.

Guest speakers from the medical field will also be invited in to discuss their careers with students as part of our A&P Guest Speaker Series.

Prerequisite: Successful completion of Biology and Chemistry.

Organic Chemistry and Biochemistry
H 0.5000 Credit Course #3470
This course is a study of the fundamental concepts of chemistry as well as topics of chemistry as they relate to living systems. This course is similar to a course found at the college level for students entering the health sciences and related fields. An in--depth study of medical applications of the topics is a common theme of the course. Topics covered include: chemistry

of foods and their effects on the body, hormone interactions and their relationships to behavior, health and medical applications such as drug and alcohol use, environmental and societal issues such as poisons and pollution due to organic compounds and products emitted into our atmosphere. This course is very useful for students interested in majoring in medicine, nursing, pharmacology, chemistry, biology, physical therapy and any of the other health related areas. Students will be required to make a multimedia presentation on selected topics during the course.

Prerequisite: B- or better in Chemistry Honors; A- or better in Chemistry College Prep.; B- or better in Biology Honors; A- or better in Biology College Prep or permission of Curriculum Leader, Grade 11, 12.

Organic Chemistry and Biochemistry
CP 0.5000 Credit Course #3471
Organic/Biochemistry is a study of the chemistry in living systems and in our environment. The course will cover chemistry topics that will relate directly to everyday life. These include such areas as: chemistry of foods and their effects on the body, hormone interactions and their relationship to behavior, health and medical applications such as drug and alcohol use, environmental and societal issues such as poisons and pollution due to organic compounds and products emitted into our atmosphere. This course is very useful for students interested in majoring in medicine, nursing, pharmacology, chemistry, biology, physical therapy and any of the other health related areas.

Prerequisite: C or better in Chemistry College Prep and C or better in Biology College Prep; open to grades 11, 12.

Forensics-Lab
CP 1.0000 Credit Course #3481
Forensics is the application of basic biological, chemical and physical science principles and technological practices for the purposes of justice in the study of a crime. This course will introduce students to the various aspects and skills needed for careers in the forensic field. In this course students will learn basic anatomy concepts and skills (such as regional and directional terms, tissue and bone basics, and good microscope technique), and apply these to major unit themes such as crime scene investigatory technique, pathology, anthropology, odontology, ballistics, evidence collection techniques, analysis of biological fluids such as blood (and blood splatter patterns) and DNA, fingerprints, impression evidence, and much more.

Curiosity, deductive reasoning, independent study ability and keen observation skills will be required. Students should be able to handle intense lab practical experiences and be self motivated. Graphic images and videos will be used as part of the course and a fetal pig autopsy will be performed.

This course is team driven. Many whodunnits will need to be solved during the course of the various units covered so being a team player is a must.

Prerequisite: Successful completion of Biology and Chemistry. The course is open to all junior and senior students as a full year, lab science elective.

Biotechnology
H 0.5000 Credit Course #3490
Biotechnology is a course designed for juniors and seniors with at least two years of prior science, including biology and chemistry. The course centers on biotechnological topics and will include: biochemistry, cell and molecular biology, microbiology, pathology, forensics, medicine and genetic engineering. Biotechnology is intended to meet the needs of a diverse body of learners. Emphasis is placed on how quality of life can be improved through the use of modern biotechnological techniques. Students will learn laboratory research techniques currently used in the field of biotechnology and will enhance laboratory skills and techniques.

Prerequisite:
B or better in College Prep Biology, C or better in Honors Biology
B or better in College Prep Chemistry, C or better in Honors Chemistry
or permission of Curriculum Leader.

Biotechnology
CP 0.5000 Credit Course #3491
Biotechnology is a course designed for juniors and seniors with at least two years of prior science, including biology and chemistry. The course centers on biotechnological topics and will include: biochemistry, cell and molecular biology, microbiology, pathology, forensics, medicine and genetic engineering. Biotechnology is intended to meet the needs of a diverse body of learners. Emphasis is placed on how quality of life can be improved through the use of modern biotechnological techniques. Students will learn laboratory research techniques currently used in the field of biotechnology and will enhance laboratory skills and techniques.

Prerequisite:
B or better in College Prep Biology, C or better in Honors Biology
B or better in College Prep Chemistry, C or better in Honors Chemistry
or permission of Curriculum Leader.

Fabrication Technology
CP 1.0000 Credit Course #3501
This course will stress the design, engineering, manufacturing, and problem--solving skills learned and acquired from previous technology and engineering courses. In this course students will strictly follow the engineering design process to work through different challenges. Student will be introduced to metal fabrication tools such as the welder, plasma cutter, lathe, milling machine, and more. They will then use these tools, SolidWorks, and 3D printers to design, prototype, and fabricate their final product, a human powered amphibious vehicle!

Prerequisite: Manufacturing, and CAD or Approval of Instructor, Grade 12.

Introduction to Engineering and Technology
CP 0.5000 Credit Course #3511
This is a hands--on course that introduces students to the world of engineering and technology. In this course students will learn about transportation, aeronautics, structures, computer aided design, manufacturing, and more. Every unit taught has a project to go along with it, some examples include; model rockets, balsa wood bridges, and CO2 cars.

Prerequisite: Open to Grades 9, 10

CAD
CP 0.5000 Credit Course #3521
In this course students will use the engineering software SolidWorks to learn the fundamentals of operating a CAD (computer aided design) system. Students will use the program to produce 2D drawings, 3D drawings, 3D parts, and 3D assemblies. In the beginning of the course students will be introduced to the SolidWorks interface and then taught how to build very simple parts. By the end of the semester students will feel comfortable building very complex parts and assemblies.

Prerequisite: None

Manufacturing
CP 0.5000 Credit Course #3551
This course will cover the essentials of the manufacturing industry, different types of manufacturing, how manufacturing affects our everyday lives, and how it has changed over the years. In this course students will follow the Engineering Design Process and different manufacturing processes to turn an idea into a tangible, usable product. Some examples of products that might be manufactured in this class are; Adirondack chairs, butcher block end tables, cutting boards, gumball machines, and more.

Prerequisite: Open to Grades 11, 12

Small Gas Engines and Energy Systems
CP 0.5000 Credit Course #3571
The course is an introduction to the two and four--cycle internal combustion engine. Students will learn about the history and innovation of a small gas engine. They will be introduced to each individual part of the engine as well as the function and purpose of each of those parts. Students will use manuals, tools, and test equipment to take apart, rebuild, maintain, and troubleshoot small gas engines and equipment that is powered by small gas engines. In addition to learning about small gas engine, the class will work with renewable and alternative energy systems, and discover how a generator creates electricity.

Prerequisite: Open to Grades 10, 11, 12.

Social Studies Courses

World History

H 1.0000 Credit Course #4100

This course examines major events in World History from 500 CE to 1700 CE. Among the topics studied are the Islamic Empire, European and Japanese Feudalism, the Mongol Empire,

the Slave Trade, pre-Columbian American Civilizations, the Renaissance, the Reformation, and the Scientific Revolution. Students write a thesis paper on a topic of their choice. Skills emphasized in the Honors course include critical evaluation of sources, analysis of primary source documents, research methods, and decision-making. The course is designed for students who are both talented in and interested in history. Disciplined and proven study skills and the ability to work independently are essential for success in this honors level course.

Prerequisite: Enrollment in this course is based on successful completion of 8th grade course and recommendation of the 8th grade Social Studies teacher.

World History
CP 1.0000 Credit Course #4101
This course examines major events in World History from 500 CE to 1700 CE. Among the topics studied are the Islamic Empire, European and Japanese Feudalism, the Mongol Empire, the Slave Trade, pre-Columbian American Civilizations, the Renaissance, the Reformation, and the Scientific Revolution. Skill development for 9th graders includes: critical thinking and critical viewing, research skills and analysis of primary sources. Students write short thesis papers and several essays.

US and World History 1
H 1.0000 Credit Course #4200
This course examines major events in US and World History from 1700 to 1900. Topics studied include the Enlightenment, the American and French Revolutions, the American Constitution and Bill of Rights, Napoleonic Europe, Latin American independence movements, European nationalism, slave trade and slavery in America, the Civil War and Reconstruction, early industrialization in America and Europe and reactions to it, the making of modern Japan and China, and European imperialism in Africa and Asia. Particular emphasis will be on developing historical thinking, research, and writing skills. In the Honors course students complete a National History Day research project in the fall semester and a research paper in the spring semester.

Prerequisite: Enrollment in this course is based on successful completion of 9th grade course and recommendation of the 9th grade Social Studies teacher.

US and World History 1
CP 1.0000 Credit Course #4201
This course examines major events in US and World History from 1700 to 1900. Topics to be studied include the Enlightenment, the American and French Revolutions, the American Constitution and Bill of Rights, Napoleonic Europe, Latin American independence movements, European nationalism, slave trade and slavery in America, the Civil War and Reconstruction, early industrialization in America and Europe and reactions to it, the making of modern Japan and China, and European imperialism in Africa and Asia. Students will write a short research paper in the spring and complete a number of creative research projects.

HAMILTON - WENHAM REGIONAL SCHOOL DISTRICT

2020-2021 School Calendar (Approved by HWRSC on 12.19.18)

August 2020 — 1 Day

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	*TW*	*TW*	27	28	29
30	*SR*					

September 2020 — 20 Days

Su	M	Tu	W	Th	F	Sa
		1	2	3	*NS*	5
6	*H*	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020 — 20 Days

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	*TW*	10
11	*H*	13	14	15	16	17
18	19	20	21	22	23	24
25	26	*PTC*	28	29	30	31

November 2020 — 17 Days

Su	M	Tu	W	Th	F	Sa
1	2	*PTC*	4	5	6	7
8	9	10	*H*	12	13	14
15	16	17	18	19	20	21
22	23	24	*ER*	*H*	*V*	28
29	30					

December 2020 — 17 Days

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	*ER*	*V*	*H*	26
27	*V*	*V*	*V*	*V*		

January 2021 — 19 Days

Su	M	Tu	W	Th	F	Sa
					H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	*H*	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 25th - Opening Day Teachers
August 25th & 26th - Teacher Workshops
August 26th - Orientation Grades 6 & 9
August 31st - Opening Day for All Students

HOLIDAYS & OTHER NO SCHOOL DAYS

September 4th - No School
September 7th - Labor Day - Holiday
October 9th - Teacher Workshop - No School for Students
October 12th - Columbus Day - Holiday
November 11th -Veterans' Day - Holiday
November 26th & 27th - Thanksgiving Holiday
December 24th - January 4th Winter Recess
January 18th - No School - Martin Luther King Day - Holiday
February 15th - 19th Presidents Day Holiday & Mid Winter Recess
March 15 - Teacher Workshop - No School for Students
April 2nd - Good Friday Holiday
April 19th - 23rd Patriot's Day Holiday and Spring Vacation
May 31st - Memorial Day - Holiday

RELIGIOUS OBSERVANCES - SCHOOL IN SESSION

All Jewish Holidays begin at sundown on the evening prior to the day of the holiday
September 19th - Rosh Hashana
September 28th - Yom Kippur
December 11th - Hanukkah Begins
March 28th Passover Begins

DISMISSAL TIMES

Wednesday Teacher Workshops
Elementary Schools: 12:45
MS/HS: 1:30 PM
ER: Early Release Schedule (no lunch served)
MRMS/RHS Dismissal Early Release 10:30 AM
Elementary Dismissal Early Release 11:15 AM

EARLY RELEASE DATES

October 27th & November 3rd - Parent Teacher Conferences (Elementary Only)
November 25th
December 23rd
Last Day of School

KEY

PTC: Parent/Teacher Conferences (Elementary Only)
V: Vacation H: Holiday SR: All Students Return
TW: Teacher Workshop (No School for Students)
★ High School Graduation **June 5, 2021**
ER - Early Release All Levels
180/LD - Last Day of School With No Snow Days
185 - Last Day of School with 5 Snow Days

February 2021 — 15 Days

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	*H*	*V*	*V*	*V*	*V*	20
21	22	23	24	25	26	27
28						

March 2021 — 22 Days

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	*TW*	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021 — 16 Days

Su	M	Tu	W	Th	F	Sa
				1	*H*	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	*H*	*V*	*V*	*V*	*V*	24
25	26	27	28	29	30	

May 2021 — 20 Days

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	*H*					

June 2021 — 13 Days

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	★
6	7	8	9	10	11	12
13	14	15	16	*180/LD*	18	19
20	21	22	23	*185*	25	26
27	28	29	30			

July 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

HAMILTON - WENHAM REGIONAL SCHOOL DISTRICT

2020-2021 School Calendar (Approved by HWRSC on 12.19.18) PROPOSED AMENDMENT - 12.12.2019

August 2020 — 4 Days

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	TW	TW	SR	27	28	29
30	31					

September 2020 — 20 Days

Su	M	Tu	W	Th	F	Sa
		1	2	3	NS	5
6	H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020 — 20 Days

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	TW	10
11	H	13	14	15	16	17
18	19	20	21	22	23	24
25	26	PTC	28	29	30	31

November 2020 — 17 Days

Su	M	Tu	W	Th	F	Sa
1	2	PTC	4	5	6	7
8	9	10	H	12	13	14
15	16	17	18	19	20	21
22	23	24	ER	H	V	28
29	30					

December 2020 — 17 Days

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	ER	V	H	26
27	V	V	V	V		

January 2021 — 19 Days

Su	M	Tu	W	Th	F	Sa
					H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 24th - Opening Day Teachers
August 24th & 25th - Teacher Workshops
August 25th - Orientation Grades 6 & 9
August 26th - Opening Day for All Students

HOLIDAYS & OTHER NO SCHOOL DAYS

September 4th - No School
September 7th - Labor Day - Holiday
October 9th - Teacher Workshop - No School for Students
October 12th - Indigenous Peoples' Day - Holiday
November 11th -Veterans' Day - Holiday
November 26th & 27th - Thanksgiving Holiday
December 24th - January 4th Winter Recess
January 18th - No School - Martin Luther King Day - Holiday
February 15th - 19th Presidents Day Holiday & Mid Winter Recess
March 15 - Teacher Workshop - No School for Students
April 2nd - Good Friday Holiday
April 19th - 23rd Patriot's Day Holiday and Spring Vacation
May 31st - Memorial Day - Holiday

RELIGIOUS OBSERVANCES - SCHOOL IN SESSION

All Jewish Holidays begin at sundown on the evening prior to the day of the holiday
September 19th - Rosh Hashanah
September 28th - Yom Kippur
December 11th - Hanukkah Begins
March 28th Passover Begins

DISMISSAL TIMES

Wednesday Teacher Workshops
Elementary Schools: 12:45
MS/HS: 1:30 PM
ER: Early Release Schedule (no lunch served)
MRMS/RHS Dismissal Early Release 10:30 AM
Elementary Dismissal Early Release 11:15 AM

EARLY RELEASE DATES

October 27th & November 3rd - Parent Teacher Conferences (Elementary Only)
November 25th
December 23rd
Last Day of School

KEY

PTC: Parent/Teacher Conferences (Elementary Only)
V: Vacation H: Holiday SR: All Students Return
TW: Teacher Workshop (No School for Students)
★ High School Graduation **June 5, 2021**
ER - Early Release All Levels
180/LD - Last Day of School With No Snow Days
185 - Last Day of School with 5 Snow Days

February 2021 — 15 Days

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	H	V	V	V	V	20
21	22	23	24	25	26	27
28						

March 2021 — 22 Days

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	TW	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021 — 16 Days

Su	M	Tu	W	Th	F	Sa
				1	H	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	V	V	V	V	24
25	26	27	28	29	30	

May 2021 — 20 Days

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	H					

June 2021 — 10 Days

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	★
6	7	8	9	10	11	12
13	180/LD	15	16	17	18	19
20	185	22	23	24	25	26
27	28	29	30			

July 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

HAMILTON - WENHAM REGIONAL SCHOOL DISTRICT

2021-2022 School Calendar (PROPOSED DRAFT)

August 2021 — 5 Days

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	TW	TW	SR	26	27	28
29	30	31				

September 2021 — 20 Days

Su	M	Tu	W	Th	F	Sa
			1	2	V	4
5	H	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021 — 20 Days

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	25	PTC	27	28	29	30
31						

November 2021 — 18 Days

Su	M	Tu	W	Th	F	Sa
	1	PTC	3	4	5	6
7	8	9	10	H	TW	13
14	15	16	17	18	19	20
21	22	23	ER	H	V	27
28	29	30				

December 2021 — 16 Days

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	ER	V	H	25
26	V	V	V	V	V	

January 2022 — 20 Days

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	H	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 23rd - Opening Day Teachers
August 23rd & 24th - Teacher Workshops
August 24th - Orientation Grades 6 & 9
August 25th - Opening Day for All Students

HOLIDAYS & OTHER NO SCHOOL DAYS

September 3rd - No School
September 6th - Labor Day - Holiday
October 11th - Indigenous Peoples' Day - Holiday
November 11th -Veterans' Day - Holiday
November 25th & 26th - Thanksgiving - Holiday
December 24th - Christmas Day observed - Holiday
December 24th - December 31st - Winter Recess
January 17th - Martin Luther King Day - Holiday
February 21st - 25th Presidents Day Holiday & Mid Winter Recess
March 14th - Teacher Workshop - No School for Students
April 15th - Good Friday - Holiday
April 18th - 22nd - Patriot's Day Holiday and Spring Vacation
May 30th - Memorial Day - Holiday

RELIGIOUS OBSERVANCES - SCHOOL IN SESSION

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December 22nd
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KEY

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V: Vacation H: Holiday SR: All Students Return
TW: Teacher Workshop (No School for Students)
★ High School Graduation **June 4, 2022**
ER - Early Release All Levels
180/LD - Last Day of School With No Snow Days
185 - Last Day of School with 5 Snow Days

February 2022 — 15 Days

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	V	V	V	V	26
27	28					

March 2022 — 22 Days

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	TW	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022 — 15 Days

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	H	16
17	H	V	V	V	V	23
24	25	26	27	28	29	30

May 2022 — 21 Days

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	H	31				

June 2022 — 8 Days

Su	M	Tu	W	Th	F	Sa
			1	2	3	★
5	6	7	8	9	180/LD	11
12	13	14	15	16	185	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

LEGAL NOTICE

WARRANT FOR ELECTION
OF MEMBERS OF THE HAMILTON-WENHAM REGIONAL
SCHOOL DISTRICT COMMITTEE

Essex, ss.

To the Secretary of the Hamilton-Wenham Regional School District Committee:

GREETINGS:

Pursuant to Section 1 (D) of the Hamilton-Wenham Regional School District Agreement, you are hereby directed to notify the registered voters of the Towns of Hamilton and Wenham, Essex County, Massachusetts, that the Hamilton-Wenham Regional School District Committee is seeking candidates for election to membership on the Hamilton-Wenham Regional School Committee. The number of members elected in 2020 shall be two (2) members; each for a term of three (3) years.

Nomination papers for prospective candidates will available beginning on Friday, January 10, 2020 at the Hamilton-Wenham Regional School District Offices, 5 School Street, Wenham. The candidate must first bring the nomination papers to their respective Town Clerk to be certified that they "the candidate" is a registered voter before gathering the signatures of at least 40 registered voters from either the Towns of Hamilton and/or Wenham. The papers must be returned with at least 40 registered voters' signatures from either the Towns of Hamilton and/or Wenham on or before 5:00 PM on Monday, February 24, 2020.

You are hereby directed to serve this Warrant by posting attested copies thereof in at least one public place in each of the member towns of Hamilton and Wenham and by publishing at least once in a newspaper of general circulation in the District at least seven days before first date nominations will be accepted.

Given under our hands this 18th day of December in the year 2019.

David Polito	Peter Wolczik
Michelle Bailey	Gene Lee
Michelle Horgan	Vacant

A majority of the members of the Hamilton-Wenham Regional School District Committee.

Stacey Metternick, Secretary Hamilton Wenham Regional School Committee

Hamilton-Wenham Regional High School
Class Size 1st Semester 2019-20

Between 1 and 10 students

Between 11 and 19 students

Fine Arts	1	2	3	4	5	TOTAL	AVERAGE CLASS SIZE	FTE 21	
Curriculum Leader KL	23	24				47	24		
Teacher 1-CC	21	20	10	24	10	85	17		
Teacher 2 EF	31	14				45	23		Band & Jazz Band
Teacher 3 KS	23	17				40	20		Chorus & Harmony
Teacher 4 WM	24	22	23	23	14	106	21		
Teacher 5 CS	9	11	18	8	24	70	14		Theater Workshop @ night
DEPARTMENT TOTAL						393	19		

	FTE
	204
	3680
	18

ENGLISH	1	2	3	4	5	TOTAL	AVERAGE CLASS SIZE	FTE 32	
Curriculum Leader RH	19	19				38	19		
Teacher 1 NB	21	24	11	19	17	92	18		
Teacher 2 BH	13	16	23	20	23	95	19		
Teacher 3 BM	18	26	17	18	18	97	19		
Teacher 4 RP	26	22	23	20	11	102	20		
Teacher 5 BMac	15	14	22	16	16	83	17		American Studies double block
Teacher 6 TS	16	14	20	12	13	75	15		
DEPARTMENT TOTAL						582	18		

FOREIGN LANGUAGE	1	2	3	4	5	TOTAL	AVERAGE CLASS SIZE	FTE 28	
Curriculum Leader						0	0		Teaches at MS
Teacher 1JC	11	9	12	16	19	67	13		
Teacher 2 MJ	13	22	25	18	18	96	19		
Teacher 3 XL	14	9	12			35	12		
Teacher 4 MS	21	16	21	17	15	90	18		
Teacher 5 SS	20	24	14	12	22	92	18		
Teacher 6 AD	15	18	14	17	19	83	17		
DEPARTMENT TOTAL						463	17		

MATHEMATICS	1	2	3	4	5	TOTAL	AVERAGE CLASS SIZE	FTE 37
Curriculum Leader JS	22	17				39	20	
Teacher 1 KB	16	15	15	15	22	83	17	
Teacher 2 CC	22	15	15	31	7	90	18	
Teacher 3 DH	19	14	17	22	13	85	17	
Teacher 4 JM	30	26	24	22	19	121	24	
Teacher 5 MP	21	22	14	19	17	93	19	
Teacher 6 TS	22	11	24	11	16	84	17	
Teacher 7 LW (Business)	21	19	21	19	22	102	20	
DEPARTMENT TOTAL						697	19	

SCIENCE	1	2	3	4	5	TOTAL	AVERAGE CLASS SIZE	FTE 37
Curriculum Leader JK	17	19				36	18	
Teacher 1 BB	20	14	16	14	19	83	17	
Teacher 2 DC	10	21	23	19	20	93	19	
Teacher 3 AD	22	24	20	18	20	104	21	
Teacher 4 BG	15	15	16	18	21	85	17	
Teacher 5 RO	19	18	23	14	12	86	17	
Teacher 6 CP	15	19	19	12	13	78	16	
Teacher 7 (Technology)	16	17	17	19	18	87	17	
DEPARTMENT TOTAL						652	18	

SOCIAL STUDIES	1	2	3	4	5	TOTAL	AVERAGE CLASS SIZE	FTE 32	
Curriculum Leader KB	18	14				32	16		
Teacher 1 BB	25	12	25	16	16	94	19		American Studies double block
Teacher 2 EF	17	11	14	14	17	73	15		
Teacher 3 JK	23	23	22	14	21	103	21		
Teacher 4 LM	23	24	22	21	8	98	20		Internship
Teacher 5 AP	13	21	17	19	23	93	19		
Teacher 6 NR	17	21	20	19	16	93	19		
DEPARTMENT TOTAL						586	18		

Health Science	1	2	3	4	5	TOTAL	AVERAGE CLASS SIZE	FTE 17	
Curriculum Leader	24	23				47	23.5		
Teacher 1 MG	17	12	22	23	10	84	17		
Teacher 2 JH	27	22	10	16	15	90	18		
Teacher 3 JL	17	14	16	25	14	86	17.2		Last block combo w JH last
DEPARTMENT TOTAL						307	18		

DEPARTMENT TOTALS

Technology

Willwerth, D

Teacher Assistants

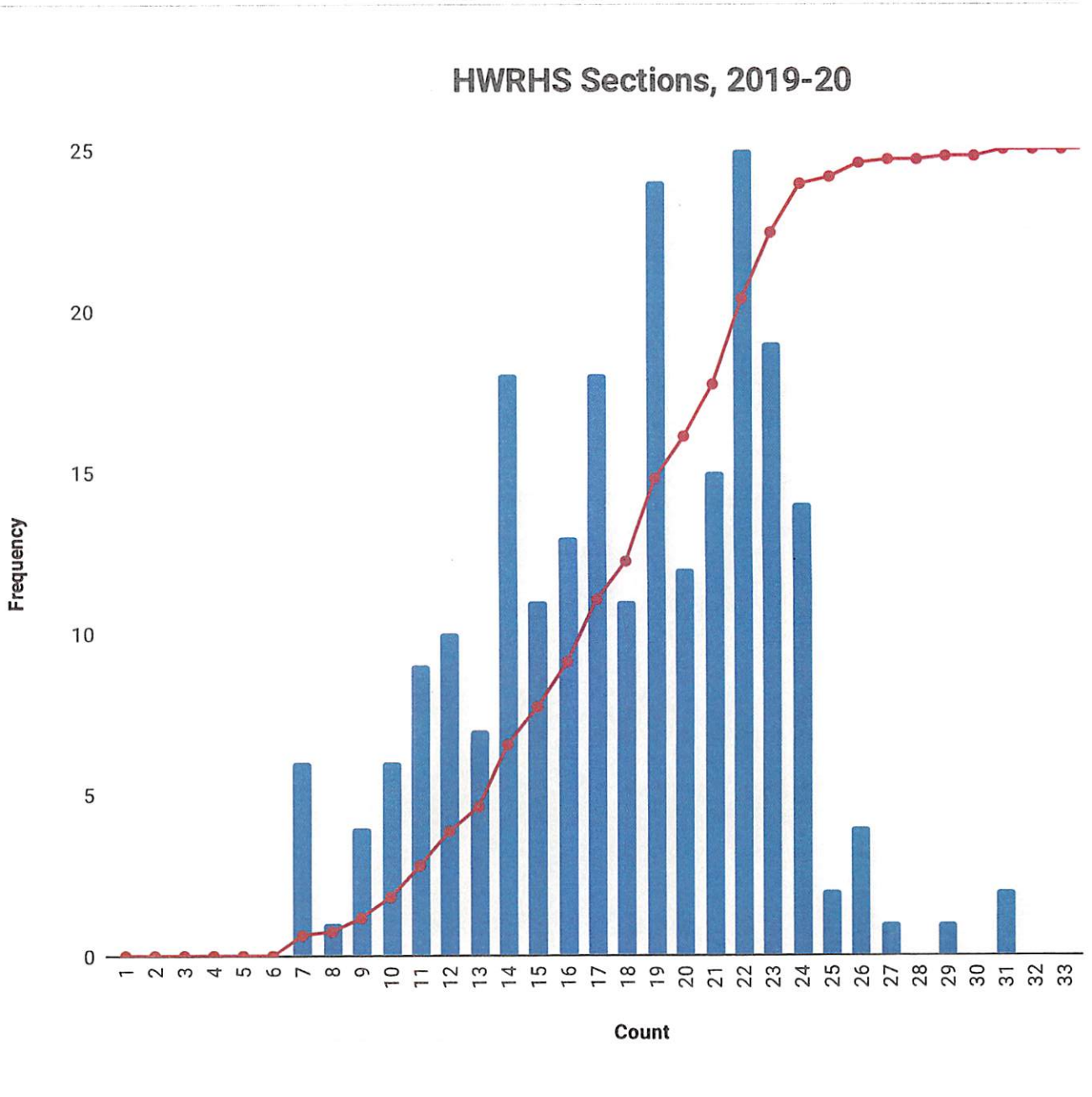
Brown, A
Cannister, N
Dobbins, M
MacEachern, M
Sullivan, C

Library

Wilson, J
Davis, E

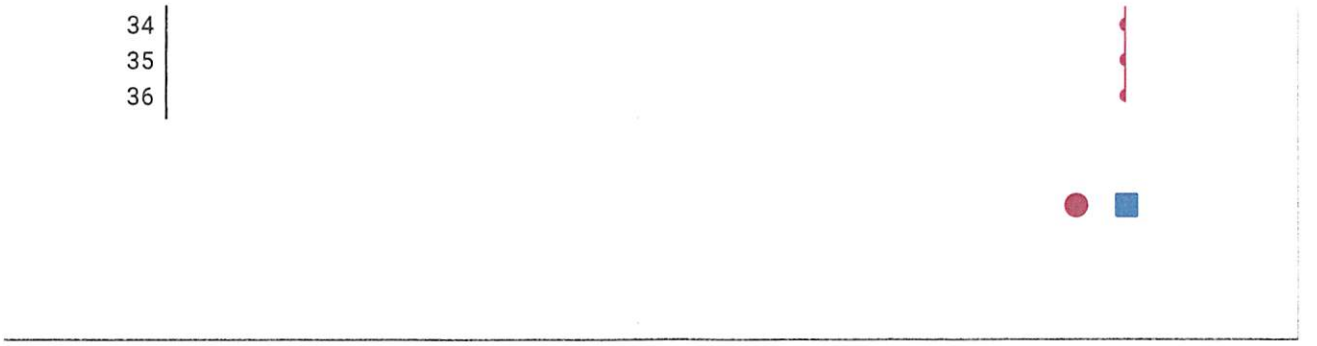
Guidance	
	Director of Counseling
Kristen Lazzaro	
Cahill-O'Shea, J	
Fitzgibbons, M	
Morin, R	
Secretaries	
Adamo, A - School Counseling	
Field, P - Athletic Director's	
Webster, C - Asst. Principal's	
Heitz L - Principal's	
Williams, S - Records (.6 FTE)	
Administration	
Tracy, E. Principal	
Menegoni, B - Asst. Principal	
Nurse	
Tabenkin, L	
McDonald, G (.6FTE)	
RISE	
Howland, S	
Rogal, S	
Special Education	
McGovern, L	6-12
Blake, K	
Carnevale, J	
Maes, H	
Maijenski, S	
Pugh, J	
Veling, D	

Count	Frequency	Total	Cumulative %
1	0	0	0.00%
2	0	0	0.00%
3	0	0	0.00%
4	0	0	0.00%
5	0	0	0.00%
6	0	0	0.00%
7	6	42	2.58%
8	1	8	3.00%
9	4	36	4.72%
10	6	60	7.30%
11	9	99	11.16%
12	10	120	15.45%
13	7	91	18.45%
14	18	252	26.18%
15	11	165	30.90%
16	13	208	36.48%
17	18	306	44.21%
18	11	198	48.93%
19	24	456	59.23%
20	12	240	64.38%
21	15	315	70.82%
22	25	550	81.55%
23	19	437	89.70%
24	14	336	95.71%
25	2	50	96.57%
26	4	104	98.28%
27	1	27	98.71%
28	0	0	98.71%
29	1	29	99.14%
30	0	0	99.14%
31	2	62	100.00%
32	0	0	100.00%
33	0	0	100.00%
34	0	0	100.00%
35	0	0	100.00%
36	0	0	100.00%
37	0	0	100.00%
50	0	0	100.00%



Count	38	4,191
Total	233	

Average class size	18.0


34
35
36

Hamilton-Wenham Regional School District
Fiscal Year 2021 Capital Budget Request
12/18/2019

Location	Project Name	Category	Class	Cost
District	Security Infrastructure Improvements	Safety	Building	$350,000.00
District	Elementary School Facilities Study & Educational Plan	Learning Environment	Professional Services	$250,000.00
District	Classroom Furniture & Equipment	Learning Environment	Equipment	$120,000.00
MRMS	Replace Sidewalks at Middle School	Safety	Site	$110,000.00
District	Athletic Campus Improvement Project - Design/Project Services	Learning Environment	Site	$65,000.00
District	Network Infrastructure Improvement (Phase 1 of 4)	Critical Infrastructure	Equipment	$63,000.00
		FY21	**Total Capital Investment**	**$958,000.00**

By Category	
Safety	$460,000.00
Learning Environment	$435,000.00
Critical Infrastructure	$63,000.00

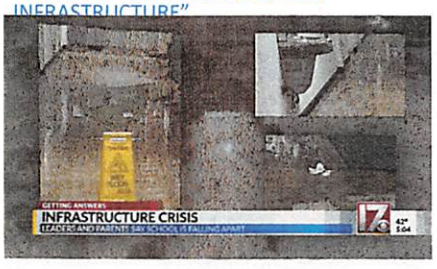
By Account Classification	
Building	$350,000.00
Site	$175,000.00
Professional Services	$250,000.00
Equipment	$183,000.00

HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT

CAPITAL IMPROVEMENT PLAN UPDATE

DECEMBER 18, 2019

"WE NEED TO TAKE CARE OF OUR INFRASTRUCTURE"



"WE NEED TO TAKE CARE OF OUR INFRASTRUCTURE"

"But it's so expensive…"

HWRSD CAPITAL IMPROVEMENT PLAN UPDATE

"WE NEED TO TAKE CARE OF OUR INFRASTRUCTURE"

"But it's so expensive…"

"But the tax rate…"

HWRSD CAPITAL IMPROVEMENT PLAN UPDATE

"WE NEED TO TAKE CARE OF OUR INFRASTRUCTURE"

"BUT it's so expensive…"

"BUT taxes…"

"WELL…it's good enough…"

HWRSD CAPITAL IMPROVEMENT PLAN UPDATE

"WE NEED TO TAKE CARE OF OUR INFRASTRUCTURE"

How do we avoid the "buts" and "wells" and address our needs?



A STRATEGY FOR OUR ELEMENTARY SCHOOLS





A STRATEGY FOR OUR ELEMENTARY SCHOOLS

- Statement of Interest on file with Massachusetts School Building Authority
- SOI is for the MSBA Core Program - This program covers new construction, renovation, or addition AND renovation
- Action taken by the MSBA Board of Directors meeting on December 11 - NOT APPROVED FOR 2019
- Debt for MS construction and HS renovation is paid off

A STRATEGY FOR OUR SECONDARY SCHOOLS



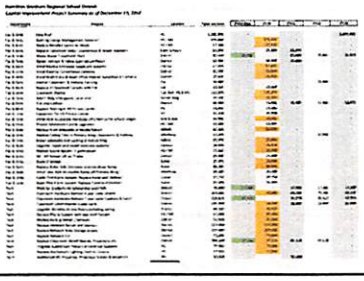
A STRATEGY FOR OUR SECONDARY SCHOOLS

- Major infrastructure improvements are needed to maintain and increase opportunities for our children
- Many learning spaces and much equipment does not meet State requirements and best practice design principles
- Debt for MS construction and HS renovation is paid off

WHAT IS A CAPITAL EXPENSE ?

- From the Regional Agreement for the Hamilton-Wenham Regional School District:
- (1) Capital Costs Capital costs shall include any item of expense in the nature of capital outlay the cost of which in any one fiscal year exceeds $25,000, such as the cost of acquiring by purchase, lease or otherwise land, buildings or equipment, the cost of construction, reconstructing, or adding to a school building or buildings, the cost of remodeling or making extraordinary repairs to a school building or buildings, the cost of constructing sewerage systems and sewage treatment and disposal facilities or the cost of the purchase or use of such systems with a municipality, and any other item of capital outlay for which a regional school district may be authorized to borrow, including without limitation the cost of original equipment and furnishings for such school buildings or additions, plans, architects' and consultants' fees, grading and other costs incidental to placing school buildings and additions, sewerage systems and sewage treatment and disposal facilities, and any premises related to the foregoing, in operating condition. Capital costs shall also include payment of principal of and interest on bonds, notes or other obligations issued by the District to finance capital costs.

2018-19 PROPOSED PLAN



HWRSD CAPITAL IMPROVEMENT PLAN UPDATE

2018-19 PROPOSED PLAN



HWRSD CAPITAL IMPROVEMENT PLAN UPDATE

TAKING THE BALL AND RUNNING…

- Reviewed previous budget proposals
- Reviewed previous studies
- Conducted initial space utilization study for Elementary Schools
- Conducted facility walk throughs with Town Administrators and School Committee members
- Continue to document assets and input them into a centralized system
- Developed a tool to collaborate with the Capital & Finance Sub-Committee to present the FY21 capital needs budget

HWRSD CAPITAL IMPROVEMENT PLAN UPDATE

2019-20 PROPOSED PLAN

Presented to the Capital Finance Sub-Committee on October 24, 2019



FY21 Capital Investment Request #1

$1,838,500

HWRSD CAPITAL IMPROVEMENT PLAN UPDATE

2019-20 PROPOSED PLAN

November 19, 2019 - Capital Finance Sub-Committee Directive – $1M Limit for FY21



FY21 Capital Investment Request #2

$1,000,006

HWRSD CAPITAL IMPROVEMENT PLAN UPDATE

2019-20 PROPOSED CAPITAL BUDGET

Hamilton-Wenham Regional School District
Fiscal Year 2021 Capital Budget Request

Location	Project Name	Category	Class	Cost
District	Security Infrastructure Improvements	Safety	Building	$350,000.00
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MRMS	Replace Sidewalks at Middle School	Safety	Site	$110,000.00
District	Athletic Campus Improvement Project - Design/Project Services	Learning Environment	Site	$65,000.00
District	Network Infrastructure Improvement (Phase 1 of 4)	Critical Infrastructure	Equipment	$111,000.00
		FY21	Total Capital Investment	$1,006,000.00

TAL INVESTMEN
$1,000,006

By Cost SWOV
...ster	$460,000.00
...rning E...ironment	$435,000.00
Critical Infrastructure	$111,000.00

By Account Classification	
Building	$350,000.00
Site	$175,000.00
Professional Services	$250,000.00
Equipment	$231,000.00

HWRSD CAPITAL IMPROVEMENT PLAN UPDATE

2019-20 PROPOSED PLAN

<u>Safety Infrastructure Improvements</u>

- Visitor Management System
- Interior and Exterior Security Camera System
- Electronic Card Access System

<u>All tied together on one enterprise level system</u>







HWRSD CAPITAL IMPROVEMENT PLAN UPDATE

2019-20 PROPOSED PLAN

Network Infrastructure Improvement (Phase 1 of 4)

- Phone system is at end of life
- Major components are failing
- Backup file server past end of its useful life

HWRSD CAPITAL IMPROVEMENT PLAN UPDATE

2019-20 PROPOSED PLAN

Elementary School Facilities Study & Educational Plan

- MSBA Statement of Interest was not accepted for 2019 (filing perio
- Educational Plan is requirement for MSBA projects
- Assistance with defining the right project to align with the communities' long term vision



HWRSD CAPITAL IMPROVEMENT PLAN UPDATE

2019-20 PROPOSED PLAN

Classroom Furniture & Equipment

- HS still using furniture from 1960
- Standardize furniture &equipment across District for equity





HWRSD CAPITAL IMPROVEMENT PLAN UPDATE

2019-20 PROPOSED PLAN

Replacement of Sidewalks at Middle School

- Sidewalks pose safety risk to students, staff, and visitors
- Liability to District





HWRSD CAPITAL IMPROVEMENT PLAN UPDATE

2019-20 PROPOSED PLAN

Athletic Campus Improvement Project

- Cost estimates need to be updated
- Examine possible Title IX issues
- Design of tennis courts





FY21 Preliminary Budget

General Fund Operating Overview

	FY17 ACT	FY18 ACT	FY19 ACT	FY20 BUD	FY21 BUD	$ Difference	%
Operating Expense - Gross, before offsets & Overlays	$ 30,154,356	$ 31,434,715	$ 33,330,038	$ 34,951,408	$ 39,645,115	$ 4,693,707	13.43%

Expense Offsets

	FY17 ACT	FY18 ACT	FY19 ACT	FY20 BUD	FY21 BUD	Difference	
Recurring Offsets							
School Choice	$ 375,000	$ 241,703	$ 265,000	$ 385,000	$ 423,476	$ 38,476	10.0%
Preschool Tuition	$ 72,293	$ 75,740	$ 84,407	$ 72,648	$ 95,607	$ 22,959	31.6%
Special Needs Tuition	$ 38,941	$ -	$ -	$ -	$ -	$ -	#DIV/0!
Facilities Rental	$ 2,000	$ 1,461	$ 2,000	$ 2,000	$ 2,000	$ -	0.0%
Special Ed Grants	$ -	$ -	$ -	$ -	$ 366,747	$ 366,747	#DIV/0!
Circuit Breaker Offset	$ 567,000	$ 924,160	$ 1,094,160	$ 945,000	$ 979,098	$ 34,098	3.6%
Total Offsets	**$ 1,055,235**	**$ 1,243,065**	**$ 1,445,567**	**$ 1,404,648**	**$ 1,866,928**	**$ 462,280**	32.9%

Operating Funding Sources

	FY17 ACT	FY18 ACT	FY19 ACT	FY20 BUD	FY21 BUD	$ Difference	%
Revenues							
Chapter 70-Base Aid	$ 3,554,656	$ 3,606,706	$ 3,687,076	$ 3,659,749	$ 3,711,406	$ 51,657	1.41%
State Transportation	$ 331,304	$ 340,686	$ 330,837	$ 385,868	$ 415,155	$ 29,287	7.59%
Charter School Reimbursement	$ 14,455	$ 11,867	$ 13,726	$ -	$ -	$ -	#DIV/0!
Medicaid Reimbursement	$ 177,532	$ 175,036	$ 171,954	$ 175,000	$ 125,000	$ (50,000)	-28.57%
Interest Income	$ 2,960	$ 13,675	$ 25,631	$ 4,000	$ 18,000	$ 14,000	350.00%
Prior Year Unexpended Encumbrances	$ 24,926	$ 15,473	$ 90,982	$ -	$ -	$ -	#DIV/0!
E-Rate	$ 17,448	$ -	$ -	$ -	$ -	$ -	#DIV/0!
Other Income	$ 17,989	$ 81	$ 6,167	$ -	$ -	$ -	#DIV/0!
Total Revenues	$ 4,141,270	$ 4,163,523	$ 4,326,372	$ 4,224,617	$ 4,269,561	$ 44,944	1.06%
Transfers In From Other Funds							
Excess and Deficiency	$ 555	$ 568,821	$ 347,218	$ 147,396	$ 217,329	$ 69,933	47.45%
Other Revolving Accounts	$ 60,581	$ 25,983	$ 12,662	$ -	$ -	$ -	#DIV/0!
Total Transfers	$ 61,136	$ 594,804	$ 359,880	$ 147,396	$ 217,329	$ 69,933	47.45%
Total Funding Sources	**$ 4,202,406**	**$ 4,758,327**	**$ 4,686,252**	**$ 4,372,013**	**$ 4,486,890**	**$ 114,877**	2.63%
NET OPERATING BUDGET	**$ 24,896,715**	**$ 25,433,323**	**$ 27,198,218**	**$ 29,174,747**	**$ 33,291,298**	**$ 4,116,550**	14.11%

Calculation of Individual Town Assessments

	FY17 ACT	FY18 ACT	FY19 ACT	FY20 BUD	FY21 BUD	$ Difference	%
Town of Hamilton				$ 18,686,426	$ 21,259,823		
Capital Debt Assessment "Shift"				$ -	$ -		
Net Operating Assessment	$ 16,837,974	$ 16,776,063	$ 17,746,438	$ 18,686,426	$ 21,259,823	$ 2,573,397	13.77%
	66.60%	65.40%	64.65%	64.05%	63.86%		
Town of Wenham				$ 10,488,322	$ 12,031,475		
Capital Debt Assessment "Shift"				$ -	$ -		
Net Operating Assessment	$ 8,433,233	$ 8,870,590	$ 9,708,859	$ 10,488,322	$ 12,031,475	$ 1,543,153	14.71%
	33.40%	34.60%	35.35%	35.95%	36.14%		

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Summary	FY17	FY18	FY19	FY20	FY20	FY21	FY21	Change FY20	To FY21
by DESE Category	Actuals	Actuals	Actuals	FTE	Budget	FTE	Budget	$	%
Administration	$ 1,160,947	$ 1,107,495	$ 1,097,981	8.61	$ 1,208,488	7.94	$ 1,261,158	$ 52,670	4.36%
Capital, Operations, Maintenance	$ 2,272,715	$ 2,288,962	$ 2,221,673	17.86	$ 2,188,334	17.75	$ 2,817,629	$ 629,295	28.76%
Guidance, Counseling, Testing	$ 1,050,124	$ 1,067,619	$ 1,118,011	13.78	$ 1,132,103	13.78	$ 1,141,839	$ 9,736	0.86%
Inst. Materials	$ 814,330	$ 831,931	$ 870,461	-	$ 901,817	-	$ 974,458	$ 72,641	8.05%
Instructional Leadership	$ 2,847,121	$ 2,831,552	$ 3,027,285	31.23	$ 3,144,508	31.42	$ 3,073,410	$ (71,098)	-2.26%
Insurance, Retirement, Other	$ 3,563,191	$ 3,933,325	$ 4,206,515	-	$ 4,486,189	0.86	$ 5,224,530	$ 738,341	16.46%
Other Teaching Services	$ 2,324,389	$ 2,266,182	$ 2,532,491	63.56	$ 2,589,061	73.38	$ 3,210,560	$ 621,499	24.00%
Prof. Dev.	$ 151,617	$ 181,488	$ 171,951	-	$ 233,944	-	$ 271,821	$ 37,878	16.19%
Pupil Services	$ 1,991,892	$ 2,055,694	$ 2,343,752	7.25	$ 2,596,474	8.97	$ 2,981,761	$ 385,287	14.84%
Teachers	$ 11,437,341	$ 11,660,843	$ 12,240,941	157.08	$ 12,616,826	162.00	$ 13,626,630	$ 1,009,804	8.00%
Tuitions	$ 2,540,689	$ 3,209,626	$ 3,498,978	-	$ 3,853,666	-	$ 5,061,320	$ 1,207,654	31.34%
Grand Total	$ 30,154,356	$ 31,434,715	$ 33,330,038	299.37	$ 34,951,408	316.09	$ 39,645,115	$ 4,693,707	13.43%

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Summary By Site & Support Program	FY17 Actual	FY18 Actual	FY19 Actual	FY20 FTE	FY20 Budget	FY21 FTE	FY21 Budget	Change FY20 $	To FY21 %
Buker Elementary School	$ 2,149,611	$ 2,247,695	$ 2,220,140	33.51	$ 2,280,580	34.62	$ 2,526,668	$ 246,088	10.79%
Cutler Elementary School	$ 2,629,299	$ 2,634,253	$ 2,730,842	39.49	$ 2,750,658	42.91	$ 3,001,106	$ 250,449	9.11%
Winthrop Elementary School	$ 3,191,230	$ 3,332,011	$ 3,434,478	55.51	$ 3,569,844	64.80	$ 4,027,598	$ 457,754	12.82%
Miles River Middle School	$ 4,075,803	$ 4,179,593	$ 4,384,171	56.12	$ 4,478,107	54.67	$ 4,864,933	$ 386,826	8.64%
Regional High School	$ 5,904,216	$ 5,847,212	$ 6,164,288	74.79	$ 6,423,342	74.68	$ 6,887,822	$ 464,480	7.23%
Athletics	$ 336,155	$ 337,590	$ 500,785	1.75	$ 578,143	1.75	$ 682,604	$ 104,461	18.07%
Central Office	$ 2,752,490	$ 2,741,909	$ 2,843,761	14.31	$ 3,067,146	14.02	$ 3,327,018	$ 259,872	8.47%
District Maintenance	$ 721,249	$ 697,181	$ 694,292	4.86	$ 690,913	4.75	$ 589,435	$ (101,478)	-14.69%
Fringe Benefits	$ 3,563,191	$ 3,933,325	$ 4,206,515	-	$ 4,486,189	0.86	$ 5,224,530	$ 738,341	16.46%
Special Education	$ 3,916,834	$ 4,604,498	$ 5,284,501	12.04	$ 5,682,237	16.04	$ 7,561,776	$ 1,879,539	33.08%
Technology	$ 914,277	$ 879,448	$ 866,264	7.00	$ 944,250	7.00	$ 951,624	$ 7,374	0.78%
District Totals	**$ 30,154,356**	**$ 31,434,715**	**$ 33,330,038**	**299.37**	**$ 34,951,408**	**316.09**	**$ 39,645,115**	**$ 4,693,707**	**13.43%**

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Preliminary FY 21 Budget to Budget Assesment Summary

	FY 17 Actual	FY 18 Actual	FY 19 Budget	FY 19 Actual	FY 20 Budget	FY 21 Tentative	$ Change	% Change
Expenses								
Operating Budget								
Salaries	$ 19,575,997	$ 19,859,967	$ 20,987,638	$ 20,903,656	$ 21,667,011	$ 23,376,199	$ 1,709,188	7.89%
Expenses	$ 10,578,360	$ 11,574,749	$ 12,110,228	$ 12,426,381	$ 13,284,397	$ 16,268,917	$ 2,984,519	22.47%
Reductions to be Identified						$ -		
Total Operating Spending	**$ 30,154,356**	**$ 31,434,715**	**$ 33,097,866**	**$ 33,330,038**	**$ 34,951,408**	**$ 39,645,115**	**$ 4,693,707**	**13.43%**
Yr/Yr Increase	3.76%	4.25%	5.40%	6.03%	5.60%	13.43%		
Revenue								
All Sources Including Offsets								
School Choice	$ 375,000	$ 241,703	$ 265,000	$ 265,000	$ 385,000	$ 423,476	$ 38,476	9.99%
Preschool Tuition	$ 72,293	$ 75,740	$ 72,648	$ 84,407	$ 72,648	$ 95,607	$ 22,959	31.60%
Special Needs Tuition	$ 38,941	$ -	$ -	$ -	$ -	$ -	$ -	#DIV/0!
Facilities Rental	$ 2,000	$ 1,461	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ -	0.00%
Special Ed Grants	$ -	$ -	$ -	$ -	$ -	$ 366,747	$ 366,747	#DIV/0!
Circuit Breaker Offset	$ 567,000	$ 924,160	$ 864,160	$ 1,094,160	$ 945,000	$ 979,098	$ 34,098	3.61%
Chapter 70-Base Aid	$ 3,554,656	$ 3,606,706	$ 3,606,706	$ 3,687,076	$ 3,659,749	$ 3,711,406	$ 51,657	1.41%
State Transportation	$ 331,304	$ 340,686	$ 330,837	$ 330,837	$ 385,868	$ 415,155	$ 29,287	7.59%
Charter School Reimbursement	$ 14,455	$ 11,867	$ -	$ 13,726	$ -	$ -	$ -	#DIV/0!
Medicaid Reimbursement	$ 177,532	$ 175,036	$ 150,000	$ 171,954	$ 175,000	$ 125,000	$ (50,000)	-28.57%
Interest Income	$ 2,960	$ 13,675	$ 4,000	$ 25,631	$ 4,000	$ 18,000	$ 14,000	350.00%
E-Rate	$ 17,448	$ -	$ -	$ -	$ -	$ -	$ -	#DIV/0!
Other Income	$ 17,989	$ 81	$ -	$ 6,167	$ -	$ -	$ -	#DIV/0!
Other Revolving Account Offsets/Transfers	$ 60,581	$ 25,983	$ -	$ 12,662	$ -	$ -	$ -	#DIV/0!
Excess & Deficiency	$ 555	$ 568,821	$ 347,218	$ 347,218	$ 147,396	$ 217,329	$ 69,933	47.45%
Total Other Sources	**$ 5,232,715**	**$ 5,985,919**	**$ 5,642,569**	**$ 6,040,838**	**$ 5,776,661**	**$ 6,353,818**	**$ 577,157**	**9.99%**
Operating Assessment								
Hamilton	$ 16,837,974	$ 16,776,063	$ 17,746,438	$ 17,746,438	$ 18,686,426	$ 21,259,823	$ 2,573,397	13.77%
Wenham	$ 8,433,233	$ 8,870,590	$ 9,708,858	$ 9,708,859	$ 10,488,322	$ 12,031,475	$ 1,543,153	14.71%
Total Operating Assessment	**$ 25,271,207**	**$ 25,646,653**	**$ 27,455,297**	**$ 27,455,297**	**$ 29,174,747**	**$ 33,291,298**	**$ 4,116,550**	**14.11%**
Yr/Yr Increase	4.68%	1.49%	7.05%	7.05%	6.26%	14.11%		
Total Operating Revenue	**$ 30,503,922**	**$ 31,632,572**	**$ 33,097,866**	**$ 33,496,135**	**$ 34,951,408**	**$ 39,645,115**	**$ 4,693,707**	**13.43%**
Operating Assessment %								
Hamilton	66.60%	65.40%	64.65%	64.65%	64.05%	63.86%	-0.19%	-0.30%
Wenham	33.40%	34.60%	35.35%	35.35%	35.95%	36.14%	0.19%	0.53%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		

Preliminary FY 21 Budget to Budget DESE Expense Summary

DOE CODE		FY 17 Actual	FY 18 Actual	FY 19 Budget	FY 19 Actual	FY 20 Budget	FY 21 Tentative	$ Change	% Change	% of Op. Budget
1000	**Administration**									
	Salaries	$ 789,838	$ 793,199	$ 850,613	$ 834,241	$ 879,072	$ 793,905	$ (85,167)	-9.69%	
	Expenses	$ 371,110	$ 314,297	$ 329,415	$ 263,740	$ 329,415	$ 467,252	$ 137,837	41.84%	
	Total	$ 1,160,947	$ 1,107,495	$ 1,180,028	$ 1,097,981	$ 1,208,488	$ 1,261,158	$ 52,670	4.36%	3.18%
2000	**Instructional Services**									
	Salaries	$ 17,215,250	$ 17,495,254	$ 18,469,687	$ 18,445,487	$ 19,033,814	$ 20,724,307	$ 1,690,492	8.88%	
	Expenses	$ 1,409,671	$ 1,344,360	$ 1,696,086	$ 1,515,653	$ 1,584,444	$ 1,559,412	$ (25,033)	-1.58%	
	Total	$ 18,624,921	$ 18,839,614	$ 20,165,773	$ 19,961,139	$ 20,618,259	$ 22,283,718	$ 1,665,460	8.08%	56.21%
3000	**Transportation, Athletics & Activities**									
	Salaries	$ 578,339	$ 553,085	$ 629,274	$ 580,454	$ 672,757	$ 699,698	$ 26,941	4.00%	
	Expenses	$ 1,413,553	$ 1,502,609	$ 1,810,214	$ 1,763,297	$ 1,923,716	$ 2,282,063	$ 358,346	18.63%	
	Total	$ 1,991,892	$ 2,055,694	$ 2,439,488	$ 2,343,752	$ 2,596,474	$ 2,981,761	$ 385,287	14.84%	7.52%
4000	**Operation and Maintenance**									
	Salaries	$ 979,952	$ 1,005,564	$ 1,015,816	$ 1,030,410	$ 1,058,561	$ 1,133,088	$ 74,527	7.04%	
	Expenses	$ 1,292,763	$ 1,283,398	$ 1,169,185	$ 1,191,263	$ 1,129,773	$ 1,684,540	$ 554,768	49.10%	
	Total	$ 2,272,715	$ 2,288,962	$ 2,185,001	$ 2,221,673	$ 2,188,334	$ 2,817,629	$ 629,295	28.76%	7.11%
5000	**Fixed Changes (Insurance)**									
	Salaries	$ 12,617	$ 12,865	$ 22,248	$ 13,065	$ 22,806	$ 25,200	$ 2,394	10.50%	
	Expenses	$ 3,550,574	$ 3,920,460	$ 4,151,028	$ 4,193,450	$ 4,463,383	$ 5,199,330	$ 735,947	16.49%	
	Total	$ 3,563,191	$ 3,933,325	$ 4,173,276	$ 4,206,515	$ 4,486,189	$ 5,224,530	$ 738,341	16.46%	13.18%
9000	**Programs with Other School Districts**									
	Salaries	$ -	$ -	$ -	$ -	$ -	$ -	$ -	#DIV/0!	
	Expenses	$ 2,540,689	$ 3,209,626	$ 2,954,300	$ 3,498,978	$ 3,853,666	$ 5,076,320	$ 1,222,654	31.73%	
	Total	$ 2,540,689	$ 3,209,626	$ 2,954,300	$ 3,498,978	$ 3,853,666	$ 5,076,320	$ 1,222,654	31.73%	12.80%
OPEB Trust Contribution		$ -	$ -	$ -	$ -	$ -	$ -	$ -	#DIV/0!	0.00%
	Total Salaries	$ 19,575,997	$ 19,859,967	$ 20,987,638	$ 20,903,656	$ 21,667,011	$ 23,376,199	$ 1,709,188	7.89%	58.96%
	Total Expenses	$ 10,578,360	$ 11,574,749	$ 12,110,228	$ 12,426,381	$ 13,284,397	$ 16,268,917	$ 2,984,519	22.47%	41.04%
Initial Operating Budget		$ 30,154,356	$ 31,434,715	$ 33,097,866	$ 33,330,038	$ 34,951,408	$ 39,645,115	$ 4,693,707	13.43%	100.00%
Reductions to be Identified							$ -			
Target Operating Budget						$ 34,951,408	$ 39,645,115	$ 4,693,707	13.43%	

FY 20 Budget to Budget Assesment Summary

	FY 16 Actual	FY 17 Actual	FY 18 Budget	FY 18 Actual	FY 19 Budget	FY 20 Budget	$ Change	% Change
Expenses								
Operating Budget								
Salaries	$ 18,857,747	$ 19,575,997	$ 20,019,980	$ 19,859,967	$ 20,987,638	$ 21,667,011	$ 679,373	3.24%
Expenses	$ 10,204,603	$ 10,578,360	$ 11,383,643	$ 11,574,749	$ 12,110,228	$ 13,284,397	$ 1,174,170	9.70%
Reductions to be Identified								
Total Operating Spending	$ 29,062,350	$ 30,154,356	$ 31,403,624	$ 31,434,715	$ 33,097,866	$ 34,951,408	$ 1,853,543	5.60%
Yr/Yr Increase	2.05%	3.76%	4.10%	4.25%	5.40%	5.60%		
Revenue								
All Sources Including Offsets								
School Choice	$ 425,000	$ 375,000	$ 265,000	$ 241,703	$ 265,000	$ 385,000	$ 120,000	45.28%
Preschool Tuition	$ 55,202	$ 72,293	$ 72,648	$ 75,740	$ 72,648	$ 72,648	$ -	0.00%
Special Needs Tuition	$ 69,010	$ 38,941	$ -	$ -	$ -	$ -	$ -	#DIV/0!
Facilities Rental	$ 2,000	$ 2,000	$ 2,000	$ 1,461	$ 2,000	$ 2,000	$ -	0.00%
Special Ed Grants	$ -	$ -	$ -	$ -	$ -	$ -	$ -	#DIV/0!
Circuit Breaker Offset	$ 669,210	$ 567,000	$ 864,160	$ 924,160	$ 864,160	$ 945,000	$ 80,840	9.35%
Chapter 70-Base Aid	$ 3,457,966	$ 3,554,656	$ 3,554,656	$ 3,606,706	$ 3,606,706	$ 3,659,749	$ 53,043	1.47%
State Transportation	$ 290,000	$ 331,304	$ 340,686	$ 340,686	$ 330,837	$ 385,868	$ 55,031	16.63%
Charter School Reimbursement	$ -	$ 14,455	$ -	$ 11,867	$ -	$ -	$ -	#DIV/0!
Medicaid Reimbursement	$ 172,481	$ 177,532	$ 85,000	$ 175,036	$ 150,000	$ 175,000	$ 25,000	16.67%
Interest Income	$ 3,160	$ 2,960	$ 4,000	$ 13,675	$ 4,000	$ 4,000	$ -	0.00%
E-Rate	$ 21,500	$ 17,448	$ -	$ -	$ -	$ -	$ -	#DIV/0!
Other Income	$ 6,548	$ 17,989	$ -	$ 81	$ -	$ -	$ -	#DIV/0!
Other Revolving Account Offsets/Transfers	$ 57,030	$ 60,581	$ -	$ 25,983	$ -	$ -	$ -	#DIV/0!
Excess & Deficiency	$ 395,781	$ 555	$ 568,821	$ 568,821	$ 347,218	$ 147,396	$ (199,822)	-57.55%
Total Other Sources	$ 5,624,888	$ 5,232,715	$ 5,756,971	$ 5,985,919	$ 5,642,569	$ 5,776,661	$ 134,092	2.38%
Operating Assessment								
Hamilton	$ 16,417,016	$ 16,837,974	$ 16,776,063	$ 16,776,063	$ 17,746,438	$ 18,686,426	$ 939,987	5.30%
Wenham	$ 7,724,443	$ 8,433,233	$ 8,870,590	$ 8,870,590	$ 9,708,858	$ 10,488,322	$ 779,463	8.03%
Total Operating Assessment	$ 24,141,459	$ 25,271,207	$ 25,646,653	$ 25,646,653	$ 27,455,297	$ 29,174,747	$ 1,719,451	6.26%
Yr/Yr Increase	2.12%	4.68%	1.49%	1.49%	7.05%	6.26%		
Total Operating Revenue	$ 29,766,347	$ 30,503,922	$ 31,403,624	$ 31,632,572	$ 33,097,866	$ 34,951,408	$ 1,853,543	5.60%
Operating Assessment %								
Hamilton	67.96%	66.60%	65.40%	65.40%	64.65%	64.05%	-0.60%	-0.93%
Wenham	32.04%	33.40%	34.60%	34.60%	35.35%	35.95%	0.60%	1.70%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		

FY 20 Budget to Budget DESE Expense Summary

DOE CODE		FY 16 Actual	FY 17 Actual	FY 18 Budget	FY 18 Actual	FY 19 Budget	FY 20 Budget	$ Change	% Change	% of Op. Budget
1000	**Administration**									
	Salaries	$ 772,208	$ 789,838	$ 828,301	$ 793,199	$ 850,613	$ 879,072	$ 28,460	3.35%	
	Expenses	$ 254,320	$ 371,110	$ 307,188	$ 314,297	$ 329,415	$ 329,415	$ -	0.00%	
	Total	$ 1,026,527	$ 1,160,947	$ 1,135,489	$ 1,107,495	$ 1,180,028	$ 1,208,488	$ 28,460	2.41%	3.46%
2000	**Instructional Services**									
	Salaries	$ 16,552,734	$ 17,215,250	$ 17,559,734	$ 17,495,254	$ 18,469,687	$ 19,033,814	$ 564,127	3.05%	
	Expenses	$ 1,501,567	$ 1,409,671	$ 1,625,223	$ 1,344,360	$ 1,696,086	$ 1,584,444	$ (111,642)	-6.58%	
	Total	$ 18,054,301	$ 18,624,921	$ 19,184,956	$ 18,839,614	$ 20,165,773	$ 20,618,259	$ 452,485	2.24%	58.99%
3000	**Transportation, Athletics & Activities**									
	Salaries	$ 569,453	$ 578,339	$ 617,121	$ 553,085	$ 629,274	$ 672,757	$ 43,484	6.91%	
	Expenses	$ 1,335,852	$ 1,413,553	$ 1,463,406	$ 1,502,609	$ 1,810,214	$ 1,923,716	$ 113,502	6.27%	
	Total	$ 1,905,305	$ 1,991,892	$ 2,080,527	$ 2,055,694	$ 2,439,488	$ 2,596,474	$ 156,986	6.44%	7.43%
4000	**Operation and Maintenance**									
	Salaries	$ 952,298	$ 979,952	$ 993,117	$ 1,005,564	$ 1,015,816	$ 1,058,561	$ 42,745	4.21%	
	Expenses	$ 1,367,580	$ 1,292,763	$ 1,235,005	$ 1,283,398	$ 1,169,185	$ 1,129,773	$ (39,412)	-3.37%	
	Total	$ 2,319,877	$ 2,272,715	$ 2,228,122	$ 2,288,962	$ 2,185,001	$ 2,188,334	$ 3,333	0.15%	6.26%
5000	**Fixed Changes (Insurance)**									
	Salaries	$ 11,055	$ 12,617	$ 21,708	$ 12,865	$ 22,248	$ 22,806	$ 558	2.51%	
	Expenses	$ 3,484,136	$ 3,550,574	$ 3,957,263	$ 3,920,460	$ 4,151,028	$ 4,463,383	$ 312,355	7.52%	
	Total	$ 3,495,191	$ 3,563,191	$ 3,978,971	$ 3,933,325	$ 4,173,276	$ 4,486,189	$ 312,913	7.50%	12.84%
9000	**Programs with Other School Districts**									
	Salaries	$ -	$ -	$ -	$ -	$ -	$ -	$ -	#DIV/0!	
	Expenses	$ 2,261,148	$ 2,540,689	$ 2,795,559	$ 3,209,626	$ 2,954,300	$ 3,853,666	$ 899,366	30.44%	
	Total	$ 2,261,148	$ 2,540,689	$ 2,795,559	$ 3,209,626	$ 2,954,300	$ 3,853,666	$ 899,366	30.44%	11.03%
OPEB Trust Contribution		$ -	$ -	$ -	$ -	$ -	$ -	$ -	#DIV/0!	0.00%
	Total Salaries	$ 18,857,747	$ 19,575,997	$ 20,019,980	$ 19,859,967	$ 20,987,638	$ 21,667,011	$ 679,373	3.24%	61.99%
	Total Expenses	$ 10,204,603	$ 10,578,360	$ 11,383,643	$ 11,574,749	$ 12,110,228	$ 13,284,397	$ 1,174,170	9.70%	38.01%
Initial Operating Budget		$ 29,062,350	$ 30,154,356	$ 31,403,624	$ 31,434,715	$ 33,097,866	$ 34,951,408	$ 1,853,543	5.60%	100.00%
Reductions to be Identified										
Target Operating Budget						$ 33,097,866	$ 34,951,408	$ 1,853,543	5.60%	

December 11, 2019

Ms. Julie Kukenberger, Interim Superintendent
Hamilton-Wenham Regional School District
5 School Street
Wenham, MA 01984

Re: Hamilton-Wenham Regional School District 2019 Statement of Interest Status

Dear Superintendent Kukenberger:

The Massachusetts School Building Authority (the "MSBA") would like to thank the Hamilton-Wenham Regional School District (the "District") for expressing an interest in the MSBA's program for school building construction, renovation, and repair grants through the 2019 Statement of Interest (the "SOI") process.

Overall, the MSBA received 61 SOIs from 51 different school districts for consideration in 2019. In reviewing SOIs, the MSBA identifies the school facilities that have the greatest and most urgent need based on an assessment of the entire cohort of SOIs that are received for consideration each year.

Based upon the MSBA's review and due diligence process, it has been determined that the Cutler Elementary School and the Winthrop School SOIs will not be invited into the MSBA's Eligibility Period at this time. If the District would like these schools to be considered for future collaboration with the MSBA, the District should file an SOI in an upcoming year. The MSBA will begin accepting SOIs for consideration in 2020 starting on Wednesday, January 8, 2020. Please see the information below regarding the process as well as on the MSBA's website.

If the District is planning to submit an SOI in 2020, consider notifying local governing boards of your intentions, as local governing bodies will have to vote to approve submission of an SOI prior to the following closing dates:

- The SOI closing date for Districts submitting under the Accelerated Repair Program, which is primarily for the repair and/or replacement of windows, roofs, and/or boilers in an otherwise structurally sound facility, will be Friday, February 14, 2020.

- The SOI closing date for Districts submitting under the Core Program, which is primarily for projects beyond the scope of Accelerated Repair, including extensive repairs,

40 Broad Street, Suite 500 • Boston, MA 02109 • Tel: 617-720-4466 • www.MassSchoolBuildings.org

renovations, addition/renovations, and new school construction will be Wednesday, April 8, 2020.

The MSBA remains committed to collaborating and partnering with the Hamilton-Wenham Regional School District to better understand school facility issues within the District and will be sending detailed information regarding the 2020 SOI process in the coming weeks.

Please feel free to contact Katie DeCristofaro, Capital Program Manager at (617) 720-4466 should you have any questions.

Sincerely,

James A. MacDonald
Chief Executive Office

John K. McCarthy
Executive Director/Deputy Chief Executive Officer

Cc: Legislative Delegation
Jeff Hubbard, Chair, Hamilton Board of Selectmen
Jack Wilhelm, Chair, Wenham Board of Selectmen
Joseph J. Domelowicz, Jr., Hamilton Town Manager
Anthony Ansaldi, Wenham Town Manager
David Polito, Chair, Hamilton-Wenham Regional School Committee

File: CA

ADMINISTRATION OF THE ORGANIZATION

It is the intent of the Committee that the District employs qualified personnel to administer the school system efficiently and to require the Superintendent to organize the administration in a manner that will make clear the functions of each position and the relationships among them.

The Superintendent will establish clear lines of communication, both vertically and horizontally, and will form any staff councils or committees needed to provide for efficient conduct of District business. In order to engage in this process in an orderly and effective fashion, each individual and group will be given particular, clear-cut responsibilities. Channels of communication will be established so that the recommendations and decisions of each group can be heard and reviewed by the administrative officer concerned and, where appropriate, by the Superintendent and the Committee.

The organization and administration of the District will balance responsibility with commensurate authority, subject to the reserved legal powers of the Committee. This means that a staff member, when assigned a responsibility or a position, will be given the authority to make the decisions necessary to perform the assigned tasks.

For the District to operate effectively, each administrative officer will be responsible and accountable for making a plan of development for all staff assigned to their area of operation.

File: CB

REGIONAL SCHOOL SUPERINTENDENT

The Committee shall employ a Superintendent of Schools and fix their compensation. The Superintendent shall act in accordance with Mass. General Laws and shall perform such other duties consistent with this section as the Committee may determine. They shall also prepare such reports as may be required by the State Dept. of Elementary and Secondary Education and shall submit materials for the Committee's annual report to the selectmen of the member towns in sufficient time for printing in the annual reports of the member municipalities.

LEGAL REFS: M.G.L. 71:59, 72:3

File: CBD

SUPERINTENDENT'S CONTRACT

The Committee, upon the appointment of a candidate to be Superintendent will enter into a written contract with the Superintendent which will meet the requirements of law and will protect the rights of both the Committee and the Superintendent. In accordance with said contract or, in the absence of specific contract language, by vote of the members, the Committee may choose to negotiate a successor contract with an incumbent Superintendent.

LEGAL REFS.: M.G.L. 71:41; 71:42

File: CBI

EVALUATION OF THE SUPERINTENDENT

Evaluation can serve the purpose of helping educators and educational leaders continually improve their practice.

Through evaluation of the Superintendent, the School Committee will strive to accomplish the following:

1. Ensure the efforts of the Superintendent are focused on district goals and the standards of professional practice established by state regulation are met by the Superintendent.

2. Ensure all Committee members and the Superintendent are in agreement and clear on the role of the Superintendent and the immediate priorities among their responsibilities.

3. Provide excellence in administrative leadership of the school district.

4. Develop a respectful and productive working relationship between the School Committee and Superintendent.

The School Committee and Superintendent will periodically develop a set of performance objectives based on the needs of the school district and in keeping with state regulations for evaluation of the Superintendent. The Superintendent's performance will be reviewed in accordance with specified goals and standards. Additional objectives will be established according to the evaluation cycle agreed upon with the Superintendent.

All School Committee discussion and deliberation related to the Superintendent's performance evaluation shall be conducted in open session in accordance with the open meeting law.

LEGAL REF: M.G.L. 30A:18-25
603CMR35:00

LINE AND STAFF RELATIONS

The School Committee expects the Superintendent to establish clear understandings on the part of all personnel of the working relationships in the school district.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary.

It is expected that the established lines of authority will serve most purposes. But all personnel will have the right to appeal any decision made by an administrative officer through established grievance procedures.

Additionally, lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility; when the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the school district.

ADMINISTRATIVE COUNCILS, CABINETS AND COMMITTEES

The Superintendent may establish such permanent or temporary councils, cabinets and committees as they deem necessary for assuring staff participation in decision making, for implementing policies and procedures and for the improvement of the educational program.

Functioning in an advisory capacity, all councils, cabinets and committees created by the Superintendent may make recommendations for submission to the School Committee through the Superintendent. Such groups will exercise no inherent authority. Authority for establishing policy remains with the Committee and authority for implementing policy remains with the Superintendent.

The membership, composition and responsibilities of administrative councils, cabinets and committees will be defined by the Superintendent and may be changed at their discretion. However, the School Committee wishes to be kept informed of the establishment and dissolution of these groups as well as their membership and their purpose.

Expenses incurred by such groups for consultative services, materials, and any investigative travel will be paid by the school district, but only within budgetary allotments and when approved in advance by the Superintendent.

File: CFA

PRINCIPALS

Principals are the educational administrators and managers of their schools. Principals, subject to the supervision and direction of the Superintendent, supervise the operation and management of their school and property and evaluate all building level staff.

Each Principal, working in conjunction with the School Council, will develop and implement appropriate guidelines and standards for student behavior and staff conduct to ensure a safe, supportive learning environment. All such guidelines will be consistent with District policies, state law and procedures of the Massachusetts Department of Elementary and Secondary Education.

Each Principal will work cooperatively with other District administrators to ensure equity among schools and consistency of curriculum development and delivery.

The duties of Principals are defined in their contracts of employment, District policies, state law and procedures of the Massachusetts Department of Elementary and Secondary Education. The job descriptions for these positions are on file in the Superintendent's office.

LEGAL REF: MGL 71:41; 71:59B

POLICY IMPLEMENTATION

The Superintendent has responsibility for carrying out the policies established by each Committee through written procedures.

The policies developed by the Committee and the procedures developed to implement policy are designed to increase the effectiveness and efficiency of the District. Consequently, it is expected that all employees and students will carry them out.

Administrators and supervisors are responsible for informing staff members in their schools, departments, or divisions of existing policies and procedures and for seeing that they are implemented in the spirit intended.

DEVELOPMENT OF PROCEDURES

The Superintendent will be responsible for specifying required actions and designing the detailed procedures under which the District will operate in accordance with Committee policy. These detailed procedures will be designed to implement policies, goals, and objectives of the Committee and will be one of the means by which the District are governed.

In the development of procedures, the Superintendent may involve at the planning stage those who would be affected by the procedures, including staff members, students, parents/guardians, and the public. The Superintendent must weigh with care the advice given by representatives of staff, student, and community organizations. Theywill inform the Committee of such advice when presenting pertinent reports of procedures and in presenting procedures for Committee approval.

As long as the Superintendent operates within the guidelines of policy adopted by the Committee, they may issue procedures without prior Committee approval unless Committee action is required by law, or the Committee has specifically asked that certain types of procedures be approved, or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.

PROCEDURES DISSEMINATION

It will be the responsibility of the Superintendent to see that the procedures are developed to implement the Committee's policies and administer the District.

A procedure concerning a particular group or groups in the District will be distributed to the group(s) prior to the effective date of the regulation when feasible.

File: CHCA

APPROVAL OF HANDBOOKS AND DIRECTIVES

The law directs that in each school building containing the grades nine to twelve, inclusive, the Principal, in consultation with the school council, shall prepare and distribute to each student a handbook setting forth the rules pertaining to conduct of students. The school council shall review the handbook each spring to consider changes in the disciplinary policy to take effect in September.

It is essential that the contents of all handbooks conform to School Committee policies. It is also important that all handbooks bearing the name of the school district or one of its schools be of a quality that reflects credit on the school department. Therefore, the Committee expects handbooks requiring approval to be approved prior to publication by the Committee and/or the Superintendent.

Committee approval will be necessary for any handbooks that pertain to required standards of conduct for employees or students so that their contents may be accorded the status of Committee-approved policy or regulation. The Superintendent will use their judgment as to whether other specific handbooks need Committee approval; however, all handbooks published will be made available to the Committee for informational purposes.

LEGAL REFS.: M.G.L. 71:37H

File: CHCA-E

APPROVAL OF HANDBOOKS AND DIRECTIVES

Notwithstanding any general or special law to the contrary all student handbooks shall contain the following provisions:

1. Any student who is found on school premises or at school-sponsored or school related events, including athletic games, in possession of a dangerous weapon or a controlled substance, may be subject to expulsion from school by the Principal.

2. Any student who assaults any employee of the School District may be subject to expulsion from school by the Principal.

3. Any student who is charged with a violation of either (1) or (2) above shall be notified in writing of their opportunity for a hearing, provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing the Principal may decide to suspend rather than expel a student.

4. Any student who has been expelled shall have the right to appeal to the Superintendent.

5. When a student is expelled under the provisions listed above and applies for admission to another school for acceptance, the Superintendent of the sending school shall notify the Superintendent of the receiving school of the reasons for the pupil's expulsion.

LEGAL REFS.: M.G.L. 71:37H

ADMINISTRATION IN POLICY ABSENCE

When action must be taken within the school district where the Committee has provided no guides for administrative action, the Superintendent will have the power to act. The Superintendent's decisions, however, will be subject to review by the Committee.

ADMINISTRATIVE REPORTS

The School Committee will require reports from the Superintendent concerning conditions of efficiency and needs of the schools.

School building administrators will be required to keep such records and make reports as the Superintendent may direct or require.

Upon receipt of the Superintendent's reports, the Committee will take steps to appraise the effectiveness with which the schools are achieving the educational purposes of the school district.

Because statistical information often has a time value, each administrator will give careful consideration to all procedures related to reports, accounting, and general business matters that are required for the administration of the school program and will make accurate and prompt return on scheduled dates of all required statistical and other information.

File: CM

REGIONAL SCHOOL DISTRICT ANNUAL REPORT

An annual report covering the diversified activities of the school district and the administration's recommendations for their improvement will be prepared by the Superintendent and presented to the School Committee. Upon Committee approval, the report shall be submitted to each member community and will be made available to the public and used as one means for informing parents/guardians and citizens, the Commissioner of Education, and others of the programs and conditions of the District's schools. Said report shall contain a detailed financial statement, a statement showing the method which computes the annual charges against each town, and any other information regarding the operation of the School District as may be necessary.

Established by law and Committee policy.

LEGAL REFS.: M.G.L. 72:4
M.G.L. 71:16(k)

File: CA

ADMINISTRATION OF THE ORGANIZATION

It is the intent of the Committee that the District employs qualified personnel to administer the school system efficiently and to require the Superintendent to organize the administration in a manner that will make clear the functions of each position and the relationships among them.

The Superintendent will establish clear lines of communication, both vertically and horizontally, and will form any staff councils or committees needed to provide for efficient conduct of District business. In order to engage in this process in an orderly and effective fashion, each individual and group will be given particular, clear-cut responsibilities. Channels of communication will be established so that the recommendations and decisions of each group can be heard and reviewed by the administrative officer concerned and, where appropriate, by the Superintendent and the Committee.

The organization and administration of the District will balance responsibility with commensurate authority, subject to the reserved legal powers of the Committee. This means that a staff member, when assigned a responsibility or a position, will be given the authority to make the decisions necessary to perform the assigned tasks.

For the District to operate effectively, each administrative officer will be responsible and accountable for making a plan of development for all staff assigned to his/her area of operation.

~~Adopted: 3/7/13~~
~~Reviewed: 4/12/18~~

~~*Note: The MASC Reference Manual replaces "his/her" with "their"*~~

~~SOURCE: Hamilton-Wenham~~

Hamilton-Wenham Regional School District

File: CB

REGIONAL SCHOOL SUPERINTENDENT

The Committee shall employ a Superintendent of Schools and fix his/her compensation. The Superintendent shall act in accordance with General Laws, Chapter 71, Section 59, and shall perform such other duties consistent with this section as the Committee may determine. He/she shall also prepare such reports as may be required by the U.S. Department of Education, Massachusetts Board of Education, and the Commonwealth's Department of Elementary and Secondary Education, and shall submit materials for the Committee's annual reports to the selectmen of the member towns in sufficient time for printing in the annual reports of the member municipalities.

Except as provided by law or regulation, the Superintendent, in his/her discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the Superintendent by these policies or by vote of the Committee. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action taken under such delegation.

LEGAL REFS: M.G.L. 71:59, 72:3

Adopted: 3/7/13
Reviewed: 4/12/18

SOURCE: Hamilton-Wenham

File: CB

REGIONAL SCHOOL SUPERINTENDENT

The Committee shall employ a Superintendent of Schools and fix their compensation. The Superintendent shall act in accordance with Mass. General Laws and shall perform such other duties consistent with this section as the Committee may determine. They shall also prepare such reports as may be required by the State Dept. of Elementary and Secondary Education and shall submit materials for the Committee's annual report to ~~the Mayors of member cities and~~ the selectmen of the member towns in sufficient time for printing in the annual reports of the member municipalities.

~~SOURCE: MASC July 2016~~

LEGAL REFS: M.G.L. 71:59, 72:3

~~File: CBD~~

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~~SUPERINTENDENT'S CONTRACT~~

~~The Committee, upon the appointment of a candidate or upon reappointment of the incumbent Superintendent, will enter into a written contract with the Superintendent, which will meet the requirements of law and will protect the rights of both the Committee and the Superintendent.~~

~~LEGAL REFS: M.G.L. 71:41, 71:42~~

~~Adopted: 3/7/13~~
~~Reviewed: 4/12/18~~

~~SOURCE: Hamilton-Wenham~~

File: CBD

SUPERINTENDENT'S CONTRACT

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The Committee, upon the appointment of a candidate to be Superintendent will enter into a written contract with the Superintendent which will meet the requirements of law and will protect the rights of both the Committee and the Superintendent. In accordance with said contract or, in the absence of specific contract language, by vote of the members, the Committee may choose to negotiate a successor contract with an incumbent Superintendent.

~~SOURCE: MASC July 2016~~

LEGAL REFS.: M.G.L. 71:41; 71:42

~~NOTE: Under the laws of the Commonwealth, the School Committee may award a contract to a Superintendent of schools for a period not to exceed six years.~~

~~File: CBI~~

~~EVALUATION OF THE SUPERINTENDENT~~

~~Through evaluation of the Superintendent, the Committee and the Superintendent will strive to:~~

~~1. Work to develop annual goals based on the District's Strategic Plan.~~

~~2. Clarify for the Superintendent his/her role in the school system and the immediate priorities among his/her responsibilities as mutually agreed upon.~~

~~3. Develop a professional working relationship.~~

~~4. Assure administrative leadership of excellence for the School District.~~

~~5. The Superintendent's evaluation will be in conducted in accordance with 603 CMR 35.00 – 35.10.~~

~~The Committee will annually develop with the Superintendent a set of performance objectives based on the needs of the school system. The Superintendent's performance will be reviewed in accordance with these specified goals. Additional objectives will be established at intervals agreed upon with the Superintendent.~~

~~Adopted: 3/7/13~~
~~Reviewed: 4/12/18~~

~~SOURCE: Hamilton-Wenham~~

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File: CBI

EVALUATION OF THE SUPERINTENDENT

Evaluation can serve the purpose of helping educators and educational leaders continually improve their practice.

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1. Ensure the efforts of the Superintendent are focused on district goals and the standards of professional practice established by state regulation are met by the Superintendent.
2. Ensure all Committee members and the Superintendent are in agreement and clear on the role of the Superintendent and the immediate priorities among their responsibilities.
3. Provide excellence in administrative leadership of the school district.
4. Develop a respectful and productive working relationship between the School Committee and Superintendent.

The School Committee and Superintendent will periodically develop a set of performance objectives based on the needs of the school district and in keeping with state regulations for evaluation of the Superintendent. The Superintendent's performance will be reviewed in accordance with specified goals and standards. Additional objectives will be established according to the evaluation cycle agreed upon with the Superintendent.

All School Committee discussion and deliberation related to the Superintendent's performance evaluation shall be conducted in open session in accordance with the open meeting law.

~~SOURCE: MASC July 2016~~

LEGAL REF: M.G.L. 30A:18-25
603CMR35:00

~~File: CCB~~

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~~LINES OF RESPONSIBILITY/ORGANIZATIONAL CHART~~

~~The Superintendent has the responsibility to organize the administration of the District to insure appropriate supervision and accountability and provide for the efficient conduct of business throughout the system. The lines of responsibility within the system will be clearly delineated in an organizational chart prepared by the Superintendent for review by the Committee. A copy of the organizational chart is available at the Superintendent's office.~~

~~The Superintendent will ensure that positions required by state law are filled. Where state law requires that a position be appointed or approved by the School Committee, the Superintendent will ensure that such appointment or approval is appropriately obtained.~~

~~Staff members will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator overseeing the immediate area will take appropriate action. If the issue cannot be resolved, the administrator or the staff member can refer such matters to the next higher administrative level.~~

~~LEGAL REFS.: M.G.L. 71:59~~

~~Adopted: 3/7/13~~
~~Reviewed: 4/12/18~~

~~SOURCE: Hamilton-Wenham~~

File: CCB

LINE AND STAFF RELATIONS

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Additionally, lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility; when the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the school district.

~~SOURCE: MASC~~

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ADMINISTRATIVE COUNCILS AND COMMITTEES

The Superintendent may establish such permanent or temporary councils and committees as he/she deems necessary for assuring staff participation in decision making, for implementing policies and procedures and for the improvement of the educational program.

Functioning in an advisory capacity, all councils, and committees created by the Superintendent may make recommendations for submission to the Committee through the Superintendent.

Such groups will exercise no inherent authority. Authority for establishing policy remains with the Committee and authority for implementing policy remains with the Superintendent.

All councils and sub-committees created by the Superintendent function in an advisory capacity.

The membership, composition, and responsibilities of administrative councils, cabinets, and committees will be defined by the Superintendent and may be changed at his/her discretion. However, the Committee will be kept informed of the establishment and dissolution of these groups as well as their membership and their purpose.

Pre-Approved expenses incurred by such groups for consultative services, materials, and any investigative travel will be paid by the District.

Adopted: 3/7/13
Reviewed: 4/12/18

SOURCE: Hamilton-Wenham

File: CE

ADMINISTRATIVE COUNCILS, CABINETS AND COMMITTEES

The Superintendent may establish such permanent or temporary councils, cabinets and committees as they deem necessary for assuring staff participation in decision making, for implementing policies and procedures and for the improvement of the educational program.

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Expenses incurred by such groups for consultative services, materials, and any investigative travel will be paid by the school district, but only within budgetary allotments and when approved in advance by the Superintendent.

~~SOURCE: MASC July 2016~~

File: CFA

PRINCIPALS

Principals are the educational administrators and managers of their schools. Principals, subject to the supervision and direction of the Superintendent, supervise the operation and management of their school and property and evaluate all building level staff.

Each Principal, working in conjunction with the ~~local advisory~~ School eCouncil, will develop and implement appropriate guidelines and standards for student behavior and staff conduct to ensure a safe, supportive learning environment. All such guidelines will be consistent with District policies, state law and procedures of the Massachusetts Department of Elementary and Secondary Education.

Each Principal will work cooperatively with other District administrators to ensure equity among schools and consistency of curriculum development and delivery.

The duties of Principals are defined in their contracts of employment, District policies, state law and procedures of the Massachusetts Department of Elementary and Secondary Education. The job descriptions for these positions are on file in the Superintendent's office.

LEGAL REF: MGL 71:41; 71:59B

~~Adopted: 3/7/13~~
~~Reviewed: 4/12/18~~

~~SOURCE: Hamilton-Wenham~~

File: CH

POLICY IMPLEMENTATION

The Superintendent has responsibility for carrying out the policies established by each Committee through written procedures.

The policies developed by the Committee and the procedures developed to implement policy are designed to increase the effectiveness and efficiency of the District. Consequently, it is expected that all employees and students will carry them out.

Administrators and supervisors are responsible for informing staff members in their schools, departments, or divisions of existing policies and procedures and for seeing that they are implemented in the spirit intended.

~~Adopted: 3/7/13~~
~~Reviewed: 4/12/18~~

~~SOURCE: MASC/Hamilton-Wenham~~

File: CHA

DEVELOPMENT OF PROCEDURES

The Superintendent will be responsible for specifying required actions and designing the detailed procedures under which the District will operate in accordance with Committee policy. These detailed procedures will be designed to implement policies, goals, and objectives of the Committee and will be one of the means by which the District are governed.

In the development of procedures, the Superintendent may involve at the planning stage those who would be affected by the procedures, including staff members, students, parents/guardians, and the public. He/she must weigh with care the advice given by representatives of staff, student, and community organizations. He/she will inform the Committee of such advice when presenting pertinent reports of procedures and in presenting procedures for Committee approval.

As long as the Superintendent operates within the guidelines of policy adopted by the Committee, he/she may issue procedures without prior Committee approval unless Committee action is required by law, or the Committee has specifically asked that certain types of procedures be approved, or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.

~~Adopted: 3/7/13~~
~~Reviewed: 4/12/18~~

~~*Note: The MASC Reference Manual replaces "he/she" with "they"*~~

~~SOURCE: Hamilton-Wenham~~

Hamilton-Wenham Regional School District

File: CHAA

RULES PERTAINING TO STAFF AND STUDENT CONDUCT

Under Massachusetts law, the Superintendent is required to publish "rules and procedures pertaining to the conduct of teachers and students which have been adopted." (Codes of discipline, as well as procedures used to develop such codes shall be filed with the Department of Elementary and Secondary Education for information purposes only.) Standards of conduct will be included in staff and student handbooks. These handbooks will be reviewed and approved annually by the School Councils. The Superintendent will annually review staff and student handbooks to ensure they are consistent with District policies and provide the School Committee with a report on any handbook changes.

LEGAL REFS: M.G.L. 71:37H

Adopted: 3/7/13
Reviewed: 9/26/18

SOURCE: Hamilton-Wenham

File: CHC

PROCEDURES DISSEMINATION

It will be the responsibility of the Superintendent to see that the procedures are developed to implement the Committee's policies and administer the District. ~~are appropriately coded and included as procedures in the District's Policy Manual.~~

A procedure concerning a particular group or groups in the District will be distributed to the group(s) prior to the effective date of the regulation when feasible.

~~Adopted: 3/7/13~~
~~Reviewed: 4/12/18~~

~~SOURCE: MASC/Hamilton-Wenham~~

File: CHCA

APPROVAL OF HANDBOOKS AND DIRECTIVES

The law directs that in each school building containing the grades nine to twelve, inclusive, the Principal, in consultation with the school council, shall prepare and distribute to each student a handbook setting forth the rules pertaining to conduct of students. The school council shall review the handbook each spring to consider changes in the disciplinary policy to take effect in September.

It is essential that the contents of all handbooks conform to School Committee policies. It is also important that all handbooks bearing the name of the school district or one of its schools be of a quality that reflects credit on the school department. Therefore, the Committee expects handbooks requiring approval to be approved prior to publication by the Committee and/or the Superintendent.

Committee approval will be necessary for any handbooks that pertain to required standards of conduct for employees or students so that their contents may be accorded the status of Committee-approved policy or regulation. The Superintendent will use their judgment as to whether other specific handbooks need Committee approval; however, all handbooks published will be made available to the Committee for informational purposes.

~~SOURCE: MASC~~

LEGAL REFS.: M.G.L. 71:37H

~~NOTE: Refer to the policy coded BGD for another example of how School Committees incorporate the requirements of M.G.L. 71:37H into policy statements.~~

File: CHCA-E

APPROVAL OF HANDBOOKS AND DIRECTIVES

Notwithstanding any general or special law to the contrary all student handbooks shall contain the following provisions:

1. Any student who is found on school premises or at school-sponsored or school related events, including athletic games, in possession of a dangerous weapon or a controlled substance, may be subject to expulsion from school by the Principal.

2. Any student who assaults any employee of the School District may be subject to expulsion from school by the Principal.

3. Any student who is charged with a violation of either (1) or (2) above shall be notified in writing of their opportunity for a hearing, provided, however that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing the Principal may decide to suspend rather than expel a student.

4. Any student who has been expelled shall have the right to appeal to the Superintendent.

5. When a student is expelled under the provisions listed above and applies for admission to another school for acceptance, the Superintendent of the sending school shall notify the Superintendent of the receiving school of the reasons for the pupil's expulsion.

~~SOURCE: MASC~~

LEGAL REFS.: M.G.L. 71:37H

File: CHD

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ADMINISTRATIVE RESPONSIBILITY IN THE ABSENCE OF COMMITTEE POLICY

The Superintendent shall have the authority to implement action within the District if an emergency situation should develop for which the Committee has provided no administrative guidelines. However, the Superintendent's decision shall be brought to the attention of the Committee at its next regular meeting. In each instance the Superintendent shall notify the School Committee Chair as soon as possible.

Adopted: 3/7/13
Reviewed: 4/12/18

SOURCE: Hamilton-Wenham

File: CHD

ADMINISTRATION IN POLICY ABSENCE

When action must be taken within the school district where the Committee has provided no guides for administrative action, the Superintendent will have the power to act. The Superintendent's decisions, however, will be subject to review by the Committee.

~~SOURCE: MASC~~

~~File: CK~~

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~~CONSULTANTS~~

~~Consultants and other appropriate resource personnel may be used to augment the District's personnel when needed and recommended by the Superintendent of Schools, and consistent with the School Committee approved budget. When appropriate, consultants and resource personnel should be CORI checked.~~

~~Adopted: 2/6/14~~
~~Reviewed:~~

~~SOURCE: Hamilton-Wenham~~

File: CL

ADMINISTRATIVE REPORTS
ADOPT, 8/21/2019, but rephrase last paragraph
HOLD

The School Committee will require reports from the Superintendent concerning conditions of efficiency and needs of the schools.

School building administrators will be required to keep such records and make reports as the Superintendent may direct or require.

Upon receipt of the Superintendent's reports, the Committee will take steps to appraise the effectiveness with which the schools are achieving the educational purposes of the school district.

Because statistical information often has a time value, each administrator will give careful consideration to all procedures related to reports, accounting, and general business matters that are required for the administration of the school program and will make accurate and prompt return on scheduled dates of all required statistical and other information.

SOURCE: MASC

~~File: CM~~

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~~SCHOOL DISTRICT ANNUAL REPORT~~

~~The Committee and Superintendent will submit an annual report to each of the member towns, containing a detailed financial statement, and a statement showing the method by which annual charges assessed against each town were computed, together with such additional information relating to the operation and maintenance of such school or schools as may be deemed necessary by the District Committee or by the selectmen of any member town.~~

~~Upon Committee approval, the report will be made available to the public and used as one means for informing parents and citizens, the Commissioner of Education, and others of the programs and conditions of the District's schools.~~

~~LEGAL REFS.: M.G.L. Ch. 71:16 (k); 71:4~~

~~Adopted: 3/7/13~~
~~Reviewed: 4/12/18~~

~~SOURCE: Hamilton-Wenham~~

File: CM

REGIONAL SCHOOL DISTRICT ANNUAL REPORT

An annual report covering the diversified activities of the school district and the administration's recommendations for their improvement will be prepared by the Superintendent and presented to the School Committee. Upon Committee approval, the report shall be submitted to each member community and will be made available to the public and used as one means for informing parents/guardians and citizens, the Commissioner of Education, and others of the programs and conditions of the District's schools. Said report shall contain a detailed financial statement, a statement showing the method which computes the annual charges against each town, and any other information regarding the operation of the School District as may be necessary.

Established by law and Committee policy

~~SOURCE: MASC~~

LEGAL REFS.: M.G.L. 72:4
M.G.L. 71:16(k)

SAFETY PROGRAM

The District is entrusted with providing a safe and healthy learning environment and will take into account a wide range of possible threats and hazards that may impact the school community.

Within a reasonable time period, the District will comply with safety requirements established by governmental authorities and expect that its staff will adhere to recommended safety practices.

The Superintendent will have overall responsibility for the safety program of the District. The Superintendent will ensure that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

The practice of safety will also be considered a facet of the instructional program of the schools. Instruction will be provided in accident prevention as well as fire prevention; emergency procedures; and bus safety.

LEGAL REF.: M.G.L. 71:55C
603 CMR 36.00

PEST MANAGEMENT

I. Policy

The Hamilton-Wenham Regional School District is committed to providing a safe and properly maintained environment for all staff, students and visitors. To achieve this end, the School District will implement integrated pest management procedures for its buildings and grounds.

The integrated pest management procedures shall include implementation of appropriate prevention and control strategies, notification of certain pesticide and herbicide uses, record keeping, education and evaluation.

Integrated pest management procedures will determine when to control pests and what method of control to choose. Strategies for managing pest populations will be influenced by the pest species, location and whether and at what population level its presence poses a threat to people, property or the environment. The full range of action alternatives, including no action, will always be considered.

Overview and Goals

a) The Superintendent and the Director of Facilities shall develop and implement an integrated pest management program.
b) An integrated pest management program is a pest control approach that emphasizes using a balanced combination of tactics (cultural, mechanical, biological, chemical) to reduce pests to a tolerable level while using pesticides and herbicides as a last resort to minimize health, environmental and economic risks.
c) Pesticides and herbicides will be used only as a last resort, based on a review of all other available options.
d) The integrated pest management program shall strive to:
    1. Reduce any potential human health hazard.
    2. Reduce loss or damage to school structures or property.
    3. Minimize the risk of pests from spreading in the community.
    4. Enhance the quality of facility use for school and community.
    5. Minimize health, environmental and economic risks.

Restrictions on Use of Pesticides and Herbicides

a) When pesticides or herbicides are used, they must be classified as an EPA Category III or IV. Application of any pesticide or herbicide may be performed only by certified applicators.
b) Application of pesticides and herbicides may only be accomplished during a school break or when the building will be clear of students for at least 48 hours.

Notification of Pesticide and Herbicide Use

a) When pesticides or herbicides are used outdoors, notice of their use will be provided to parents, staff and students and will also be posted in a common area.

b) When pesticides and herbicides are used in a building, the site will provide a 48-hour pre-notification in the form of posting the product name, purpose, application date, time and method and the Material Safety Data Sheet on all entrance doors. A contact person will also be listed.

c) In the event of an EPA registered pesticide or herbicide application in or around a building site during the school year or summer session, a notice (including the product name, purpose, contact person, and application date, time and method), will be sent home in writing with students in the affected building at least 5 days prior to application.

Record Keeping

a) The District will keep a record of pesticides and herbicides used, amounts and locations of treatments and will keep any Material Safety Data Sheets, product labels and manufacturer information on ingredients related to the application of the pesticides or herbicides.

b) All records of pesticides and herbicides used and correspondence will be available for public review upon notice and during normal school hours.

Staff Responsibilities and Education

a) Designated staff (School Nutrition, Buildings and Grounds, etc.) will participate in sanitation and pest exclusion procedure appropriate to their roles. For example: keeping doors closed, repairing cracks, removing food waste within 12 hours, keeping lids on garbage receptacles and keeping vegetation properly out.

b) Ongoing education of all appropriate District staff will be a priority to ensure a safe and clean environment.

II. Policy Review and Revision

This policy and its procedures will be reviewed every two years for compliance with state and federal law. Review and revision of these policies and procedures shall occur as needed, but at least every two years.

LEGAL REFS.: M.G.L. 71:68; 132B

File: EBB

FIRST AID

The district attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call emergency medical services. In the case of illness that may include an infectious disease the school physician shall be notified in accordance with law.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness,

which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a child or staff member. These will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.

2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent/guardian and/or family physician immediately.

3 In extreme emergencies, the school nurse, school physician or Principal may make arrangements for immediate transport to a hospital of injured or ill students, contacting parent or guardian in advance if at all possible.

4 The teacher or other staff member to whom a child is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.

5 All accidents to students and staff members will be reported as soon as possible to the Superintendent and, if the Superintendent deems appropriate, to the School Committee.

LEGAL REFS.: M.G.L. 71:55A; 71:56

CROSS REF.: JLC, Student Health Services and Requirements

File: EBBBG – RECODE TO SECTION G (GBGBA)

File: EBC

EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.

2. A determination of EMS response times to any location on the campus.

3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.

4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.

5. Safety precautions to prevent injuries in classrooms and on the school campus.

6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.

7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

SOURCE: MASC August 2015

LEGAL REF: M.G.L. 69:8A
Section 363 of Chapter 159 of the Acts of 2000

CROSS REF.: EBCD, Emergency Closings
JL, Student Welfare

JLC, Student Health Services and Requirements

EMERGENCY CLOSINGS

The Superintendent or his or her designee may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent or his or her designee has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent or his or her designee will consider many factors, including the following principle ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted.

2. Driving, traffic, and parking conditions affecting public and private transportation facilities.

3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.

4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

   If parents or guardians choose to keep their child or children home because of weather conditions when school is open, students will be counted as absent.

After appropriate consultations by the Superintendent or his or her designee, students, parents/guardians and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings.

LEGAL REFS: M.G.L. 71:4; 71:4A

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2. Driving, traffic, and parking conditions affecting public and private transportation facilities.

3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.

4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The Superintendent will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, parents/guardians and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:4; 71:4A

File: EC

BUILDINGS AND GROUNDS MANAGEMENT

The Regional School District Committee's most important function is to provide for the education of children, and it recognizes that the education of children is dependent upon many factors, including a proper physical environment that is safe, clean, sanitary, and as comfortable and convenient as the facilities will permit or the use requires.

The supervision over the care and safekeeping of property used by the school department will be the general responsibility of the Superintendent-Director. They will work with member communities, as necessary, to develop a comprehensive and well-defined plan for the proper maintenance, cleanliness, and safekeeping of all school buildings and grounds to ensure that the school is equally well maintained, equipped, and staffed.

The Superintendent-Director will establish procedures and employ such means as may be necessary to provide accurate information in regard to the nature, condition, location, and value of all property used by the school department; to safeguard the property against loss, damage, or undue depreciation; to recover and restore to usefulness any property that may be lost, stolen or damaged; and to do all things necessary to ensure the proper maintenance, cleanliness, and safekeeping of school property.

Within the school, the building administrator will be responsible for proper care, maintenance, and cleanliness of building, equipment and grounds.

LEGAL REF.: M.G.L. 71:68

File: ECA

BUILDINGS AND GROUNDS SECURITY

Public school buildings and grounds are one of the greatest investments of the town. It is deemed in the best interest of the school department and town to protect the investment adequately.

Security should mean not only maintenance of a secure (locked) building, but protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. The Committee expects close cooperation with fire and law enforcement departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours will be limited to personnel whose work requires it. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the chance of entrance to buildings by unauthorized persons.

Funds and valuable records will be kept in a safe place and under lock and key.

Protective devices designed to be used as safeguards against illegal entry and vandalism will be installed when appropriate to the individual situation. Employment of security personnel may be approved in situations where special risks are involved.

VANDALISM

The School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vandalism.

Every citizen of the town, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the Principal of the school every incident of vandalism known to them and, if known, the names of those responsible.

The Superintendent is authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism against school property, and is further authorized to delegate, as they see fit, authority to sign such complaints and to press charges.

Parents/guardians and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

File: ECAF

SECURITY CAMERAS IN SCHOOLS

The School Committee works to maintain a safe and secure environment for its students, staff, visitors, and facilities. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans.

School facilities and their contents, constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the district to exert every reasonable means to protect the investment adequately.

In pursuit of this objective, the School Committee authorizes the use of security cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the School Superintendent/designee.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

File: ECF

ENERGY CONSERVATION

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

1. Support conservation and efficiency in the use of electricity, gas, oil, water and other resources;

2. Maintain and enhance present resource conservation measures;

3. Develop initiatives to make infrastructure improvements that take advantage of technological advances to conserve resources;

4. Work to educate staff and students about the benefits of and opportunities for resource conservation and the use of alternative sources of energy.

File: EDC

AUTHORIZED USE OF SCHOOL-OWNED EQUIPMENT

The School Committee wishes to be of assistance, whenever possible, to other town departments and community organizations. Permission to use school equipment may be granted by the Superintendent or their designee upon request by responsible parties or organizations.

School equipment may be used by staff members when the use is related to their school employment and by students when the equipment is to be used in connection with their studies or extracurricular activities.

Proper controls will be established by the Superintendent or their designee to ensure the user's responsibility for, and return of, all school equipment in the same condition as it was when it was released for use.

STUDENT TRANSPORTATION SERVICES

The major purpose of the school district's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner.

The school district may contract for transportation services. The School Committee will award contracts on a competitive bid basis. Bus contractors and taxi contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers
4. Driving regulations
5. Small vehicle requirements, if applicable
6. Insurance coverage
7. Adherence to local regulations and directives as specified in bid contracts

The Superintendent, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

LEGAL REFS.: M.G.L. 40:5; 71:7A, B and C; 71:37D; 71:48A; 71:68; 71:71A; 71B:4; 71B:5; 71B:8; 74:8A; 76:1; 76:12Bi; 76:14; 71:16C

CROSS REF.: EEAA, Walkers and Riders

STUDENT TRANSPORTATION

The transportation policy of this District is aimed at providing a safe and efficient way of transporting all of our students to and from school. Given the rural nature of the towns of Hamilton and Wenham, and that several direct routes to the district's school lack sidewalks, the Hamilton-Wenham Regional School District will provide transportation services in compliance to both statutory requirements and the Hamilton-Wenham Regional School District Agreement.

Policy

1. The Hamilton-Wenham Regional School District will provide transportation services to students if the distance from their residence and the school or the nearest bus stop exceeds the following guidelines:

Grade Level	Distance to School or Bus Stop
K - 2	1/2 mile
3 - 5	3/4 mile
6 - 8	1 mile
9 - 12	1.25 mile

2. Transportation will be provided at the expense of the Hamilton-Wenham Regional School District.

3. Whenever any student must walk one-quarter of a mile or more on a direct route to school that does not have sidewalks, the District may furnish transportation if the situation is considered hazardous. Students who are unable to walk to school for physical or other reasons may be provided with transportation upon a physician's recommendation or such a recommendation which is included as part of a student's, Individual Educational or 504 Plan.

4. If a student wishes to be transported a different destination, requiring a change of bus route, he/she must receive prior permission from his/her school office as the District needs to determine the availability of space on a particular bus.

5. The safety of all student bus rides is of prime importance. Students are charged with the responsibility of conduct which will result in safe transportation, respect for school personnel and respect for other students. Rules for student behavior on buses will be published and enforced.

File: EEAE

SCHOOL BUS SAFETY PROGRAM

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.

2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.

3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.

4. Classroom instruction on school bus safety will be provided.

5. School bus safety instructions for students and parents will be provided each year in all student handbooks.

LEGAL REFS.: M.G.L. 90:7b as amended by Ch. 246 Acts of 1986
M.G.L. 90:1 et seq.; 713:2; 713:7L
Highway Safety Program Standard No. 17

BUS DRIVER EXAMINATION AND TRAINING

The School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required.
2. Each driver will file with school officials a medical certificate and proof of freedom from tuberculosis.
3. Only persons who are properly licensed by the state and have completed the driver-training program will be permitted to drive school buses.
4. The contractor will furnish the School Committee with a list of names of drivers and their safety records for the last three years.
5. The contractor will notify school officials as soon as possible of any change of bus drivers.

LEGAL REFS.: M.G.L. 90:7B; 90:8A; 90:8A ½

DRUG AND ALCOHOL TESTING FOR SCHOOL BUS AND COMMERCIAL VEHICLE DRIVERS

The District shall adhere to federal law and Department of Transportation regulations requiring a drug and alcohol-testing program for school bus drivers and commercial vehicle drivers. Such testing will be conducted for five different situations: pre-employment, randomly, following an accident, following an authorization to return to duty, and upon reasonable suspicion that a driver is under the influence of alcohol or using drugs.

The District will comply with Department of Transportation protocols regarding the collection and testing necessary to establish whether alcohol or drugs are present in the driver's system, and regulations will be established for the steps to be taken in the event that test results are positive.

This program shall comply with the requirements of Federal law and regulations. The Superintendent or designees shall adopt and enact procedures consistent with the federal regulations, defining the circumstances and procedures for testing.

LEGAL REFS.: 49 U.S.C. sec. 2717 et seq. (Omnibus Transportation Employee Testing Act of 1991)
49 C.F.R. Part 40 Procedures for Transportation Workplace and Drug and Alcohol Testing Programs
49C.F.R. Part 382 Controlled Substance and Alcohol Use and Testing
49 C.F.R. Part 391 Qualification of Drivers

File: EEAEC (also JICC)

STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges.

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, when buses are not available, transportation in private vehicles driven by district staff or employees may be permitted to take students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

1. Transportation for the activity has the prior approval of the Superintendent or his or her designee.

2. The owner of the vehicle being used in transporting students has filed evidence with the Superintendent that the vehicle is registered with the appropriate state Department of Motor Vehicles and the driver has a valid driver's license.

3. The parents/guardians of students to be transported in this manner has been fully informed as to this means of transportation and signed a statement to this effect.

MOTOR VEHICLE IDLING ON SCHOOL GROUNDS

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at a school for the purpose of picking up or discharging students; turbo-charged diesel engine cool down or warm up; maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles; for circumstances involving safety or emergencies and for servicing or repairing motor vehicles; and as these exceptions are more completely described in the below referenced regulations. The term "school grounds" shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the_____School District has determined that alternative locations block traffic, impair student safety or are not cost effective.

The Hamilton-Wenham Regional School District shall erect and maintain in a conspicuous location on school grounds "NO IDLING" signage as described below. All such signage shall contain appropriate sized font so as to be visible from a distance of 50 feet.

NO IDLING
PENALTIES OF $100 FOR FIRST OFFENSE AND $500
FOR SECOND AND SUBSEQUENT OFFENSES
M.G.L. C. 90, § 16B AND 540 CMR 27.00

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the_____School District and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90, § 16B and 540 CMR 27.00. The prohibitions contained in M.G.L. c. 90, § 16B shall be enforced by state or local law enforcement agencies.

LEGAL REFS.: M.G.L. c. 71:37H, c. 90:16B and 540 CMR 27.00

VEHICLE USE

Purpose: To inform all town employees using town owned vehicles of the requirements to use energy and other resources efficiently in order to minimize the cost of operations and to protect and preserve the natural environment. This policy also addresses criteria for vehicle replacement and acquisition.

Policy: It is the policy of Hamilton/ Wenham to continually improve the cost effectiveness and energy efficiency of all town owned vehicles.

Responsibility: It shall be the responsibility of each town's Facilities and Public Works Managers and the HWRSD Facilities Manager to follow this policy and shall be enforced by the Chief Administrative Officer of each entity and /or their designee.

Regarding:

Vehicle Purchases: In accordance with the Green Communities Act, all non-exempt vehicles shall be replaced with vehicles that meet the fuel efficiency ratings* below and as updated by Massachusetts Department of Energy Resources Green Communities Program. The towns will purchase only fuel - efficient vehicles for municipal /school use whenever such vehicles are commercially available and practicable.

- 2 wheel drive car: 29 MPG
- 4 wheel drive car: 24 MPG
- 2 wheel drive small pick up truck: 21 MPG
- 4 wheel drive small pick up truck: 19 MPG
- 2 wheel drive standard pick up truck: 17 MPG
- 4 wheel drive standard pick up truck: 16 MPG
- 2 wheel drive sport utility vehicle: 21 MPG
- 4 wheel drive sport utility vehicle: 18MPG

* Fuel efficiency ratings are derived from a combination of 43% city and 57% highway miles calculated in accordance with the Green Communities Guidance Policy.

Additionally, a cost /benefit analysis will be required before the purchase of all vehicles to include "right sizing", operational needs assessment, cost effectiveness, highest possible fuel efficiency, and a Life Cycle Assessment (LCA.), which will help minimize life cycle costs. A LCA is an investigation and evaluation of the environmental impacts of a given product or service caused or necessitated by its existence.

Vehicle Idling: Town vehicles shall not be left idling when parked or standing unless the engine is required to run power auxiliary functions or as required for proper and efficient use. *All areas around school entrances have been designated as Idle Free Zones. No vehicle, city owned or otherwise, may idle in these areas.*

Hamilton/Wenham will reinforce operator awareness to reduce idling time and to adopt conservation driving habits, when feasible, such as gradual acceleration and strict adherence to speed limits.

Maintenance: Preventative maintenance shall be performed as scheduled and on time to ensure optimal vehicle operation. All vehicles will be inspected monthly to insure proper tire pressure, and oil and coolant levels. The town will purchase ecological products for all vehicles when available and cost efficient. All hazardous materials such as waste oil, lubricants, antifreeze and batteries safely through environmentally responsible practices.

Annual Vehicle Inventory, Monitoring and Verification: The Town Administrator/ Manager shall annually provide the Boards of Selectmen and the CMC with a complete inventory of vehicles, fuel usages, fuel efficiency savings and purchasing plans for the next year. The goal is to reduce energy use /cost by 10% for the next two years and 5% for the following three years.

Employee Programs: Employees will be encouraged to utilize carpools, bicycling, walking, telecommuting and other commuting alternatives whenever possible. The towns will provide necessary means for securing bicycles and preferred parking for carpools and vehicles utilizing hybrid or renewable energy technology.

Employees Suggestions Program: In recognition that each employee is knowledgeable about his or her particular job and is in the best position to make valuable suggestions toward our objective of energy efficiency, employee suggestions concerning energy efficiency will be welcomed and given serious consideration.

Legal Ref: In compliance with Green Community Initiate Criterion 4
https://www.mass.gov/guides/becoming-a-designated-green-community

FREE AND REDUCED COST LUNCH

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

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

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

LEGAL REFS: 42 U.S. Code-Chapter 13-School Lunch Programs, §§ 1751 – 1769 j, as amended
42 U.S. Code-Chapter 13A-Child Nutrition, §§ 1771-1793, as amended
M.G.L. 15:1G; 69:1C; 71:72

MEAL CHARGE POLICY

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to regular priced school meals only. The School Committee will provide a regular meal to students who forget or lose their lunch money.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents/guardians of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parents/guardians have issues with student purchases they should contact food services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents/guardians by setting up an online account (see student handbooks for more details) or by speaking with the school's

food service manager. The point of sale system is designed to prevent direct identification of a student's meal status. Parents/guardians will receive automated low-balance emails or mailed notices weekly, if applicable. If notices do not result in payment, parents/guardians will receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

Refunds

Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

Delinquent Accounts/Collections

Failure of a parent or guardian to maintain reasonably current accounts may result in a referral to the Superintendent for their review. The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents/guardians and families are encouraged to apply for free or reduced price lunches for their child. Each school handbook shall contain detailed instructions for family assistance.

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

CROSS REFS: JQ, Student Fees, Fines & Charges

PROPERTY INSURANCE PROGRAM

The Superintendent shall ensure that adequate property and liability insurance is annually reviewed as well as maintained on behalf of the School District.

File: EB

SAFETY PROGRAM

The District is entrusted with providing a safe and healthy learning environment and will take into account a wide range of possible threats and hazards that may impact the school community.

Within a reasonable time period, the District will comply with safety requirements established by governmental authorities and expect that its staff will adhere to recommended safety practices.

The Superintendent will have overall responsibility for the safety program of the District. The Superintendent will ensure that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

The practice of safety will also be considered a facet of the instructional program of the schools. Instruction will be provided in accident prevention as well as fire prevention; emergency procedures; and bus safety.

LEGAL REF.: M.G.L. 71:55C
603 CMR 36.00

~~Adopted: 2/6/14~~
~~Reviewed:~~

~~SOURCE: Hamilton-Wenham~~

File: EB

SAFETY PROGRAM

Accidents are undesirable, unplanned occurrences that can result in tragic consequences–bodily harm, loss of school time, property damage, legal action, and even fatality. The School Committee will guard against such occurrences by taking precautions to protect the safety of all students, employees, visitors and others present on school property or at school-sponsored events.

The Committee will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as these pertain, for example, to the school plant, special areas of instruction, student transportation, school sports and occupational safety.

The practice of safety will also be considered a facet of the instructional program of the schools. Instruction will include accident prevention as well as fire prevention; emergency procedures; traffic, bicycle, and pedestrian safety.

The Superintendent will have overall responsibility for the safety program of the school district. It will be the responsibility of the Superintendent to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members recognize that preventing accidents is a daily operational responsibility.

SOURCE: MASC August 2016

LEGAL REF.: M.G.L. 71:55C
603 CMR 36:00

CROSS REFS.: EEAE, School Bus Safety Program
GBGB, Staff Personal Security and Safety
IHAM, Health Education
JLI, Student Safety

NOTE: In addition to the subcategories of code EB (all of these file locations relate to safety) there are several other places in the NEPN classification system where policies pertaining to safety may be filed, as indicated by the cross references above.

File: EBAB

PEST MANAGEMENT

I. Policy

The Hamilton-Wenham Regional School District is committed to providing a safe and properly maintained environment for all staff, students and visitors. To achieve this end, the School District will implement integrated pest management procedures for its buildings and grounds.

The integrated pest management procedures shall include implementation of appropriate prevention and control strategies, notification of certain pesticide and herbicide uses, record keeping, education and evaluation.

Integrated pest management procedures will determine when to control pests and what method of control to choose. Strategies for managing pest populations will be influenced by the pest species, location and whether and at what population level its presence poses a threat to people, property or the environment. The full range of action alternatives, including no action, will always be considered.

Overview and Goals

a) The Superintendent and the Director of Facilities shall develop and implement an integrated pest management program.
b) An integrated pest management program is a pest control approach that emphasizes using a balanced combination of tactics (cultural, mechanical, biological, chemical) to reduce pests to a tolerable level while using pesticides and herbicides as a last resort to minimize health, environmental and economic risks.
c) Pesticides and herbicides will be used only as a last resort, based on a review of all other available options.
d) The integrated pest management program shall strive to:
   1. Reduce any potential human health hazard.
   2. Reduce loss or damage to school structures or property.
   3. Minimize the risk of pests from spreading in the community.
   4. Enhance the quality of facility use for school and community.
   5. Minimize health, environmental and economic risks.

Restrictions on Use of Pesticides and Herbicides

a) When pesticides or herbicides are used, they must be classified as an EPA Category III or IV. Application of any pesticide or herbicide may be performed only by certified applicators.
b) Application of pesticides and herbicides may only be accomplished during a school break or when the building will be clear of students for at least 48 hours.

Notification of Pesticide and Herbicide Use

a) When pesticides or herbicides are used outdoors, notice of their use will be provided to parents, staff and students and will also be posted in a common area.

b) When pesticides and herbicides are used in a building, the site will provide a 48-hour pre-notification in the form of posting the product name, purpose, application date, time and method and the Material Safety Data Sheet on all entrance doors. A contact person will also be listed.

c) In the event of an EPA registered pesticide or herbicide application in or around a building site during the school year or summer session, a notice (including the product name, purpose, contact person, and application date, time and method), will be sent home in writing with students in the affected building at least 5 days prior to application.

Record Keeping

a) The District will keep a record of pesticides and herbicides used, amounts and locations of treatments and will keep any Material Safety Data Sheets, product labels and manufacturer information on ingredients related to the application of the pesticides or herbicides.

b) All records of pesticides and herbicides used and correspondence will be available for public review upon notice and during normal school hours.

Staff Responsibilities and Education

a) Designated staff (School Nutrition, Buildings and Grounds, etc.) will participate in sanitation and pest exclusion procedure appropriate to their roles. For example: keeping doors closed, repairing cracks, removing food waste within 12 hours, keeping lids on garbage receptacles and keeping vegetation properly out.

b) Ongoing education of all appropriate District staff will be a priority to ensure a safe and clean environment.

II. Policy Review and Revision

This policy and its procedures will be reviewed every two years for compliance with state and federal law. Review and revision of these policies and procedures shall occur as needed, but at least every two years.

LEGAL REFS.: M.G.L. 71:68; 132B

~~Chapter 85 of the Acts of 2000~~
~~An Act to Protect Children and Families from Harmful Pesticides."~~

~~*Note: The MASC Reference Manual updates the legal references as shown below:*~~

~~LEGAL REF.: M.G.L. 71:68; 132B~~

~~Adopted: 1/22/04~~

~~Reviewed: 4/12/18~~
~~SOURCE: Hamilton-Wenham~~

Hamilton-Wenham Regional School District

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File: EBB

FIRST AID

The district attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call emergency medical services. In the case of illness that may include an infectious disease the school physician shall be notified in accordance with law.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a child or staff member. These will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.

2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent/guardian and/or family physician immediately.

~~3~~ In extreme emergencies, the school nurse, school physician or Principal may make arrangements for immediate transport to a hospital of injured or ill students, contacting parent or guardian in advance if at all possible.

4 The teacher or other staff member to whom a child is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.

5 All accidents to students and staff members will be reported as soon as possible to the Superintendent and, if the Superintendent deems appropriate, to the School Committee.

~~SOURCE: MASC August 2016~~

LEGAL REFS.: M.G.L. 71:55A; 71:56

CROSS REF.: JLC, Student Health Services and Requirements

File: EBBBG – RECODE TO SECTION G (GBGBA)

~~STAFF ACCIDENT REPORTS~~

~~The School Committee expects the Superintendent to have a procedure in place that informs staff members of their rights and obligations should an accident or injury occur during working hours.~~

~~PLEASE NOTE:~~

~~All school personnel who receive any kind of injury on the school premises are required to file a written report of said accident within 24 hours. Forms for this purpose are available at the office of each Principal. Failure to follow this procedure may jeopardize eligibility for Workmen's Compensation. Specific instructions for documenting and filing a workman's compensation claim are located in the Nursing Department Policy and Procedure Manual found in each nursing office and front office of a school.~~

~~Adopted: 2/6/14~~
~~Reviewed:~~

~~SOURCE: Hamilton-Wenham~~

File: EBC

EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.

2. A determination of EMS response times to any location on the campus.

3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.

4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.

5. Safety precautions to prevent injuries in classrooms and on the school campus.

6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.

7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

SOURCE: MASC August 2015

LEGAL REF: M.G.L. 69:8A
Section 363 of Chapter 159 of the Acts of 2000

CROSS REF.: EBCD, Emergency Closings
JL, Student Welfare
JLC, Student Health Services and Requirements

File: EBCD

EMERGENCY CLOSINGS

The Superintendent or his or her designee may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent or his or her designee has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent or his or her designee will consider many factors, including the following principleal ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted.

2. Driving, traffic, and parking conditions affecting public and private transportation facilities.

3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.

4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

5. If parents or guardians choose to keep their child or children home because of weather conditions when school is open, students will be counted as absent. although the District understands that the parents' or guardians' decision may be prudent.

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After appropriate consultations by the Superintendent or his or her designee, students, parents/guardians and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings.

LEGAL REFS: M.G.L. 71:4; 71:4A

Adopted: 10/2/11
Reviewed:4/12/18

SOURCE: Hamilton-Wenham

Hamilton-Wenham Regional School District

File: EBCD

EMERGENCY CLOSINGS

The Superintendent may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following principle ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted.

2. Driving, traffic, and parking conditions affecting public and private transportation facilities.

3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.

4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The Superintendent will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, parents/guardians and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

SOURCE: MASC

LEGAL REFS.: M.G.L. 71:4; 71:4A

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EMERGENCY RESPONSE

I. Policy

The Hamilton-Wenham Regional School District will have plans in place to respond quickly and appropriately to crisis situations within the schools. Examples of a crisis could include, but are not limited to, criminal acts, disease epidemics, physical injury or death, presence of intruders on school premises, or natural disaster.

The Superintendent shall ensure that proper procedures are in place for all schools. This includes appropriate training, establishment of emergency response teams, consultation and cooperation with community agencies, and publication of emergency procedures.

The Hamilton-Wenham Regional School District shall have, and annually update, a crisis response manual. Following any crisis incident, the administration shall review the effectiveness of the response and if necessary make changes and notify the School Committee.

II Review and Revision

Review and revision of this policy shall occur as needed, but at least every two years.

LEGAL REFS.: Section 363 of Chapter 159 of the Acts of 2000 – Multi Hazard evacuation plans
Section 1 of Chapter 77 of the Acts of 2012 – Medical emergency response plans

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Adopted: 10/18/12
Reviewed:4/12/18

SOURCE: Hamilton-Wenham

File: EC

BUILDINGS AND GROUNDS MANAGEMENT

The Regional School District Committee's most important function is to provide for the education of children, and it recognizes that the education of children is dependent upon many factors, including a proper physical environment that is safe, clean, sanitary, and as comfortable and convenient as the facilities will permit or the use requires.

The supervision over the care and safekeeping of property used by the school department will be the general responsibility of the Superintendent-Director. They will work with member communities, as necessary, to develop a comprehensive and well-defined plan for the proper maintenance, cleanliness, and safekeeping of all school buildings and grounds to ensure that the school is equally well maintained, equipped, and staffed.

The Superintendent-Director will establish procedures and employ such means as may be necessary to provide accurate information in regard to the nature, condition, location, and value of all property used by the school department; to safeguard the property against loss, damage, or undue depreciation; to recover and restore to usefulness any property that may be lost, stolen or damaged; and to do all things necessary to ensure the proper maintenance, cleanliness, and safekeeping of school property.

Within the school, the building administrator will be responsible for proper care, maintenance, and cleanliness of building, equipment and grounds.

LEGAL REF.: M.G.L. 71:68

~~SOURCE: MASC~~

~~File: ECA~~

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~~BUILDINGS AND GROUNDS SECURITY~~

~~The Superintendent and his or her designee will assure that reasonable procedures are in place to ensure the security of the buildings and occupants at all times~~

~~Security requires not only maintenance of a secure building, but protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. The School Committee expects the District to cooperate with fire and law enforcement departments and with insurance company inspectors.~~

~~Adopted: 3/20/14~~
~~Reviewed:~~

~~SOURCE: Hamilton-Wenham~~

File: ECA

BUILDINGS AND GROUNDS SECURITY

Public school buildings and grounds are one of the greatest investments of the town. It is deemed in the best interest of the school department and town to protect the investment adequately.

Security should mean not only maintenance of a secure (locked) building, but protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. The Committee expects close cooperation with fire and law enforcement departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours will be limited to personnel whose work requires it. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the chance of entrance to buildings by unauthorized persons.

Funds and valuable records will be kept in a safe place and under lock and key.

Protective devices designed to be used as safeguards against illegal entry and vandalism will be installed when appropriate to the individual situation. Employment of security personnel may be approved in situations where special risks are involved.

~~SOURCE: MASC August 2016~~

File: ECAC

VANDALISM

The School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs. Consequently, the Committee will support various programs aimed at reducing the amount of vandalism.

Every citizen of the town, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the Principal of the school every incident of vandalism known to them and, if known, the names of those responsible.

The Superintendent is authorized to sign a criminal complaint and to press the charges against perpetrators of vandalism against school property, and is further authorized to delegate, as they see fit, authority to sign such complaints and to press charges.

Parents/guardians and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

~~SOURCE: MASC~~

File: ECAF

SECURITY CAMERAS IN SCHOOLS

The School Committee works to maintain a safe and secure environment for its students, staff, visitors, and facilities. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans.

School facilities and their contents, constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the district to exert every reasonable means to protect the investment adequately.

In pursuit of this objective, the School Committee authorizes the use of security cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the School Superintendent/designee.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

~~SOURCE: MASC~~

~~Adopted: August 2015~~

File: ECF

ENERGY CONSERVATION

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

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

~~Adopted: 6/5/14~~
~~Reviewed:~~

~~SOURCE: Hamilton-Wenham~~

File: EDB

MAINTENANCE AND CONTROL OF EQUIPMENT

The Superintendent shall ensure that equipment, including any vehicles owned by the School District, is periodically inspected and maintained in good working order. The Superintendent may place reasonable restrictions on equipment use.

Adopted: 1/6/14
Reviewed:

SOURCE: Hamilton-Wenham

File: EDC

AUTHORIZED USE OF SCHOOL-OWNED EQUIPMENT

The School Committee wishes to be of assistance, whenever possible, to other town departments and community organizations. Permission to use school equipment may be granted by the Superintendent or their ~~his/her~~ designee upon request by responsible parties or organizations.

School equipment may be used by staff members when the use is related to their school employment and by students when the equipment is to be used in connection with their studies or extracurricular activities.

Proper controls will be established by the Superintendent or their ~~his or her~~ designee to ensure the user's responsibility for, and return of, all school equipment in the same condition as it was when it was released for use.

~~*Note: The MASC Reference does not include the highlighted "or his or her designee", but if it did, it would read "or their designee" as the Reference Manual uses the third person plural as a standard*~~

~~Adopted: 3/20/14~~
~~Reviewed:~~

~~SOURCE: Hamilton-Wenham~~

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File: EDD

MAINTENANCE RECORDS

To assure compliance with equipment contracts, the School Committee expects the Superintendent to establish procedures for maintaining adequate maintenance records.

Such records shall be kept in accordance with State and local laws and regulations and with good management practice.

Adopted: 1/6/14
Reviewed:

SOURCE: Hamilton-Wenham

File: EEA

STUDENT TRANSPORTATION SERVICES

The major purpose of the District's transportation service is to aid students in getting to and from school in an efficient, safe, and economical manner.

The District contracts for transportation services. Contracts are awarded on a competitive bid basis by the District. Bus contractors and taxi contractors, who will be held responsible for the safe operation of transportation services, will comply with all applicable state laws and regulations, including but not limited to: governing buses, drivers, inspections and licensing.

The Superintendent or his or her designee, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

LEGAL REFS: M.G.L. 71:7A, B and C; 71:68; 71B:5; 71B:8; 74:8A; 76:1; 76:12B1
603 CMR 51.00 (Criminal History Checks for School Employees)
M.G.L. Chapter 71, § 38R
McKinney-Vento Homeless Assistance Act

Adopted: 1/26/10
Reviewed: 4/17/14

SOURCE: Hamilton-Wenham

File: EEA

STUDENT TRANSPORTATION SERVICES

The major purpose of the school district's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner.

The school district ~~will~~ may contract for transportation services. The School Committee will award contracts on a competitive bid basis. Bus contractors and taxi contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers
4. Driving regulations
5. Small vehicle requirements, if applicable
6. Insurance coverage
7. Adherence to local regulations and directives as specified in bid contracts

The Superintendent, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

~~SOURCE: MASC~~

LEGAL REFS.: M.G.L. 40:5; 71:7A, B and C; 71:37D; 71:48A; 71:68; 71:71A; 71B:4; 71B:5; 71B:8; 74:8A; 76:1; 76:12Bi; 76:14; 71:16C

CROSS REF.: EEAA, Walkers and Riders

~~NOTE: For additional information, refer to Guidelines to School Transportation Services in Massachusetts, published by the Department of Education in 1975.~~

~~NOTE: Regional school districts should refer to M.G.L. 71:16C before formulating a policy in this area.~~

~~Special publications that offer procedures and informational details can be referred to as a source of additional information, as in the policy above.~~

File: EEAA

STUDENT TRANSPORTATION

The transportation policy of this District is aimed at providing a safe and efficient way of transporting all of our students to and from school. Given the rural nature of the towns of Hamilton and Wenham, and that several direct routes to the district's school lack sidewalks, the Hamilton-Wenham Regional School District will provide transportation services in compliance to both statutory requirements and the Hamilton-Wenham Regional School District Agreement.

Policy

1. The Hamilton-Wenham Regional School District will provide transportation services to students if the distance from their residence and the school or the nearest bus stop exceeds the following guidelines:

Grade Level	Distance to School or Bus Stop
K - 2	1/2 mile
3 - 5	3/4 mile
6 - 8	1 mile
9 - 12	1.25 mile

2. Transportation will be provided at the expense of the Hamilton-Wenham Regional School District.

~~3. During those times that kindergarten students are dismissed separately from other elementary students, the District will make every attempt to provide transportation to an area as close as possible to that student's destination.~~

~~5.~~3. Whenever any student must walk one-quarter of a mile or more on a direct route to school that does not have sidewalks, the District may furnish transportation if the situation is considered hazardous. Students who are unable to walk to school for physical or other reasons may be provided with transportation upon a physician's recommendation or such a recommendation which is included as part of a student's, Individual Educational or 504 Plan.

~~6.~~4. If a student wishes to be transported a different destination, requiring a change of bus route, he/she must receive prior permission from his/her school office as the District needs to determine the availability of space on a particular bus.

~~7.~~5. The safety of all student bus rides is of prime importance. Students are charged with the responsibility of conduct which will result in safe transportation, respect for school personnel and respect for other students. Rules for student behavior on buses will be published and enforced.

File: EEAA

Procedures and Financial Implications

- This policy will be distributed to all the parents or guardians of all children upon their entering the district.

1. There are financial implications associated with this policy. The cost of transporting students is tied to the contractual agreements negotiated with the transportation company(ies) used by the District.

Sources and Review

This policy replaces the "Transportation Policy" adopted by the School Committee on June 17, 1982. Text for the current policy was drawn from M.G. L. c. 71 & 16C, which addresses transportation by regional school districts, the Hamilton-Wenham Regional School District Agreement Document, and review of current practices within the District.

This policy should be reevaluated by the School Committee's Policy Subcommittee very three years.

Adopted: 6/17/82
Reviewed: 2/18/99

SOURCE: Hamilton-Wenham

File: EEAA

WALKERS AND RIDERS

Students will be entitled to transportation to and from school at the expense of the public schools when such transportation conforms to applicable provisions of the Massachusetts General Laws. Reimbursement to the school district for transportation costs is given by the Commonwealth, subject to appropriation, only for (a) students living at least one and one half miles from school, (b) students who live more than one mile from the nearest bus stop, and (c) students with special needs for whom transportation must be provided.

Additionally, the Committee will provide transportation for students as follows:

Kindergarten: All students, except those living in immediate proximity to the school, as determined by the Superintendent.

Grades 1 - 3: Students living more than one mile from school.

Grades 4 - 6: Students living more than one and one-half miles from school.

Grades 7 -12: Students living more than two miles from school.

Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school. These students will be transported regardless of the mileage limits listed.

SOURCE: MASC August 2016

LEGAL REFS.: M.G.L. 40:5; 71:7A; 71:68; 71B:5

CROSS REF.: EEA, Student Transportation Services

NOTE: The cross reference is to a related policy in this manual. Depending on the content of a policy on walkers and riders, additional legal references may be necessary. Only the most important references were cited above. Review the legal citations at EEA for possible addition to any local policy adopted at this code.

File: EEAB

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TRANSPORTATION FOR STUDENTS ELIGIBLE FOR SPECIAL EDUCATION SERVICES

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

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

LEGAL REF.: 603 CMR 28.05(5)

Adopted: 6/19/14
Reviewed:

SOURCE: Hamilton-Wenham

File: EEAE

SCHOOL BUS SAFETY PROGRAM

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

0. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.

0. Emergency evacuation drills will be conducted at least twice a year, preferably in the afternoon, to acquaint student riders with procedures in emergency situations. The District will conduct practice in front and rear door evacuations, at the start of the school year after routes are established and consistent. Drills will be conducted again during the spring.

0. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.

0. As required by state law, classroom instruction on school bus safety will be provided three times per year. This instruction should cover all topics discussed in the "Safe Riders Handbook" and should take place the first week of the school year, the period between the month of September and January, and the period between the month of January and the end of the school year.

0. School bus safety instructions for students and parents will be provided each year in all student handbooks.

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

Adopted: 4/17/14
Reviewed:

SOURCE: Hamilton-Wenham

File: EEAE

SCHOOL BUS SAFETY PROGRAM

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.

2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.

3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.

4. Classroom instruction on school bus safety will be provided.

5. School bus safety instructions for students and parents will be provided each year in all student handbooks.

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~~SOURCE: MASC~~

LEGAL REFS.: M.G.L. 90:7b as amended by Ch. 246 Acts of 1986
M.G.L. 90:1 et seq.; 713:2; 713:7L
Highway Safety Program Standard No. 17

File: EEAEA

BUS DRIVER EXAMINATION AND TRAINING

The School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required.
2. Each driver will file with school officials a medical certificate and proof of freedom from tuberculosis.
3. Only persons who are properly licensed by the state and have completed the driver-training program will be permitted to drive school buses.
4. The contractor will furnish the School Committee with a list of names of drivers and their safety records for the last three years.
5. The contractor will notify school officials as soon as possible of any change of bus drivers.

~~SOURCE: MASC August 2016~~

LEGAL REFS.: M.G.L. 90:7B; 90:8A; 90:8A ½

File: EEAEA-1

DRUG AND ALCOHOL TESTING FOR SCHOOL BUS AND COMMERCIAL VEHICLE DRIVERS

The District shall adhere to federal law and Department of Transportation regulations requiring a drug and alcohol-testing program for school bus drivers and commercial vehicle drivers. Such testing will be conducted for five different situations: pre-employment, randomly, following an accident, following an authorization to return to duty, and upon reasonable suspicion that a driver is under the influence of alcohol or using drugs.

The District will comply with Department of Transportation protocols regarding the collection and testing necessary to establish whether alcohol or drugs are present in the driver's system, and regulations will be established for the steps to be taken in the event that test results are positive.

This program shall comply with the requirements of Federal law and regulations. The Superintendent or designees shall adopt and enact procedures consistent with the federal regulations, defining the circumstances and procedures for testing.

~~SOURCE: MASC August 2016~~

LEGAL REFS.: 49 U.S.C. sec. 2717 et seq. (Omnibus Transportation Employee Testing Act of 1991)
49 C.F.R. Part 40 Procedures for Transportation Workplace and Drug and Alcohol Testing Programs
49C.F.R. Part 382 Controlled Substance and Alcohol Use and Testing
49 C.F.R. Part 391 Qualification of Drivers

File: EEAEC (also JICC)

STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges. ~~in accordance with regulations approved by the School Committee.~~

~~SOURCE: MASC~~

~~NOTE: The coding of this statement indicates that the identical policy is filed in the J (Student) section.~~

File: EEAEF

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

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

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

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

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

Adopted: 6/5/14
Reviewed:

SOURCE: Hamilton-Wenham

File: EEAG

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, when buses are not available, transportation in private vehicles driven by district staff or employees may be permitted to take students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

1. Transportation for ~~T~~the activity has the prior approval of the Superintendent or his or her designee.

2. The owner of the vehicle being used in transporting students has filed evidence with the Superintendent that the vehicle is registered with the ~~Massachusetts~~ appropriate state Department of Motor Vehicles and the driver has a valid driver's license.

~~2.~~3. The parents/guardians of students to be transported in this manner has been fully informed as to this means of transportation and signed a statement to this effect.

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~~Adopted: 9/18/14~~
~~Reviewed:~~

~~SOURCE: Hamilton-Wenham~~

File: EEAG

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

1. The activity has the approval of the Superintendent of Schools.

2. The owner of the vehicle being used in transporting students must file evidence with the Superintendent of personal liability insurance coverage on the vehicle in the amounts of $100,000 - $300,000 or more.

3. The parents/guardians of students to be transported in this manner will be fully informed as to this means of transportation and will sign a statement to this effect.

SOURCE: MASC

File: EEAJ

VEHICLE IDLING ON SCHOOL GROUNDS POLICY

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at a school for the purpose of picking up or discharging students; turbo-charged diesel engine cool down or warm up; maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles; for circumstances involving safety or emergencies and for servicing or repairing motor vehicles; and as these exceptions are more completely described in the below referenced regulations. The term "school grounds" shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the Hamilton-Wenham Regional School District has determined that alternative locations block traffic, impair student safety or are not cost effective.

The Hamilton-Wenham Regional School District shall erect and maintain in a conspicuous location on school grounds "No Idling" signage as described below. All such signage shall contain appropriate sized font so as to be visible from a distance of 50 feet. The wording on the signage shall be in accordance with M.G.L. C. 90, § 16B and 540 CMR 27.00

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the Hamilton-Wenham Regional School District and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90, § 16B and 540 CMR 27.00. The prohibitions contained in M.G.L. c. 90, § 16B shall be enforced by state or local law enforcement agencies.

Policy Review and Revision

Review and revision of these policies and procedures shall occur as needed, but at least every two years.

LEGAL REFS.: M.G.L. c. 71:37H, c. 90:16B
540 CMR 27.00

Adopted: 5/6/10
Reviewed: 3/6/14

SOURCE: Hamilton-Wenham

Hamilton-Wenham Regional School District

File: EEAJ

MOTOR VEHICLE IDLING ON SCHOOL GROUNDS

No motor vehicle operator shall cause or allow any motor vehicle operated by him or her on school grounds to idle unnecessarily, except for any of the following reasons: traffic conditions; queuing at a school for the purpose of picking up or discharging students; turbo-charged diesel engine cool down or warm up; maintenance of appropriate temperature for school buses when accepting or discharging passengers not to exceed three minutes in any fifteen minute period or one minute in any fifteen minute period for other motor vehicles; for circumstances involving safety or emergencies and for servicing or repairing motor vehicles; and as these exceptions are more completely described in the below referenced regulations. The term "school grounds" shall mean in, on or within 100 feet of the real property of the school whether or not it is in session, and shall include any athletic field or facility and any playground used for school purposes or functions which is owned by the municipality or school district, regardless of proximity to a school building, as well as any parking lot appurtenant to such school athletic field, facility or playground. Reasonable efforts shall be made by the district to identify by signage all known and actual air intake systems, which may be within 100 feet of an idling motor vehicle. A motor vehicle operator shall not idle a motor within 100 feet of such air intake system, unless the_____School District has determined that alternative locations block traffic, impair student safety or are not cost effective.

The Hamilton-Wenham Regional_____ School District shall erect and maintain in a conspicuous location on school grounds "NO IDLING" signage as described below. All such signage shall contain appropriate sized font so as to be visible from a distance of 50 feet.

NO IDLING
PENALTIES OF $100 FOR FIRST OFFENSE AND $500
FOR SECOND AND SUBSEQUENT OFFENSES
M.G.L. C. 90, § 16B AND 540 CMR 27.00

It shall be the responsibility of the school administration to ensure that each school bus driver employed by the_____School District and not by a school bus contractor shall, upon employment and at least once per year thereafter, sign a document acknowledging the receipt of copies of M.G.L. c. 90, § 16B and 540 CMR 27.00. The prohibitions contained in M.G.L. c. 90, § 16B shall be enforced by state or local law enforcement agencies.

LEGAL REFS.: M.G.L. c. 71:37H, c. 90:16B and 540 CMR 27.00

~~SOURCE: MASC 2010~~

Hamilton-Wenham Regional School District

VEHICLE USE

Purpose: To inform all town employees using town owned vehicles of the requirements to use energy and other resources efficiently in order to minimize the cost of operations and to protect and preserve the natural environment. This policy also addresses criteria for vehicle replacement and acquisition.

Policy: It is the policy of Hamilton/ Wenham to continually improve the cost effectiveness and energy efficiency of all town owned vehicles.

Responsibility: It shall be the responsibility of each town's Facilities and Public Works Managers and the HWRSD Facilities Manager to follow this policy and shall be enforced by the Chief Administrative Officer of each entity and /or their designee.

Regarding:

Vehicle Purchases: In accordance with the Green Communities Act, all non-exempt vehicles shall be replaced with vehicles that meet the fuel efficiency ratings* below and as updated by Massachusetts Department of Energy Resources Green Communities Program. The towns will purchase only fuel - efficient vehicles for municipal /school use whenever such vehicles are commercially available and practicable.

- 2 wheel drive car: 29 MPG
- 4 wheel drive car: 24 MPG
- 2 wheel drive small pick up truck: 21 MPG
- 4 wheel drive small pick up truck: 19 MPG
- 2 wheel drive standard pick up truck: 17 MPG
- 4 wheel drive standard pick up truck: 16 MPG
- 2 wheel drive sport utility vehicle: 21 MPG
- 4 wheel drive sport utility vehicle: 18MPG

* Fuel efficiency ratings are derived from a combination of 43% city and 57% highway miles calculated in accordance with the Green Communities Guidance Policy.

Additionally, a cost /benefit analysis will be required before the purchase of all vehicles to include "right sizing", operational needs assessment, cost effectiveness, highest possible fuel efficiency, and a Life Cycle Assessment (LCA.), which will help minimize life cycle costs. A LCA is an investigation and evaluation of the environmental impacts of a given product or service caused or necessitated by its existence.

Vehicle Idling: Town vehicles shall not be left idling when parked or standing unless the engine is required to run power auxiliary functions or as required for proper and efficient use. *All areas around school entrances have been designated as Idle Free Zones. No vehicle, city owned or otherwise, may idle in these areas.*

Hamilton/Wenham will reinforce operator awareness to reduce idling time and to adopt conservation driving habits, when feasible, such as gradual acceleration and strict adherence to speed limits.

Maintenance: Preventative maintenance shall be performed as scheduled and on time to ensure optimal vehicle operation. All vehicles will be inspected monthly to insure proper tire pressure, and oil and coolant levels. The town will purchase ecological products for all vehicles when available and cost efficient. All hazardous materials such as waste oil, lubricants, antifreeze and batteries safely through environmentally responsible practices.

Annual Vehicle Inventory, Monitoring and Verification: The Town Administrator/ Manager shall annually provide the Boards of Selectmen and the CMC with a complete inventory of vehicles, fuel usages, fuel efficiency savings and purchasing plans for the next year. The goal is to reduce energy use /cost by 10% for the next two years and 5% for the following three years.

Employee Programs: Employees will be encouraged to utilize carpools, bicycling, walking, telecommuting and other commuting alternatives whenever possible. The towns will provide necessary means for securing bicycles and preferred parking for carpools and vehicles utilizing hybrid or renewable energy technology.

Employees Suggestions Program: In recognition that each employee is knowledgeable about his or her particular job and is in the best position to make valuable suggestions toward our objective of energy efficiency, employee suggestions concerning energy efficiency will be welcomed and given serious consideration.

Legal Ref: In compliance with Green Community Initiate Criterion 4
https://www.mass.gov/guides/becoming-a-designated-green-community

~~Adopted: 2/27/12~~
~~Reviewed:~~

~~SOURCE: Hamilton-Wenham~~

File: EF

FOOD SERVICE PROGRAM

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

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

LEGAL REFS.: 42 U.S. Code Chapter 13 School Lunch Programs, §§ 1751 j, as amended
42 U.S. code Chapter 13A Child Nutrition, §§ 1771-1793, as amended
Child Nutrition Programs administered by MA DESE

Adopted: 6/5/14
Reviewed:

SOURCE: Hamilton-Wenham

File: EF-1

FOOD SERVICE MANAGEMENT

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

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

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

Adopted: 6/5/14
Reviewed:

SOURCE: Hamilton-Wenham

File: EFC

FREE AND REDUCED COST LUNCH

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

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

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

LEGAL REFS: 42 U.S. Code-Chapter 13-School Lunch Programs, §§ 1751 – 1769 j, as amended
42 U.S. Code-Chapter 13A-Child Nutrition, §§ 1771-1793, as amended
M.G.L. 15:1G; 69:1C; 71:72

~~Adopted: 6/5/14~~
~~Reviewed:~~

~~SOURCE: Hamilton-Wenham~~

File: EFC

FREE AND REDUCED PRICE FOOD SERVICES

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

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

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

SOURCE: MASC August 2016

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
Child Nutrition Act of 1966
P.L. 89-642, 80 Stat. 885, as amended
M.G.L. 15:1G; 15:1L; 69:1C; 71:72

File: EFD

MEAL CHARGE POLICY

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to regular priced school meals only. The School Committee will provide a regular meal to students who forget or lose their lunch money.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents/guardians of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parents/guardians have issues with student purchases they should contact food services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents/guardians by setting up an online account (see student handbooks for more details) or by speaking with the school's

food service manager. The point of sale system is designed to prevent direct identification of a student's meal status. Parents/guardians will receive automated low-balance emails or mailed notices weekly, if applicable. If notices do not result in payment, parents/guardians will receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

Refunds

Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

Delinquent Accounts/Collections

Failure of a parent or guardian to maintain reasonably current accounts may result in a referral to the Superintendent for their review. The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents/guardians and families are encouraged to apply for free or reduced price lunches for their child. Each school handbook shall contain detailed instructions for family assistance.

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

CROSS REFS: JQ, Student Fees, Fines & Charges

~~SOURCE: MASC July 2018~~

File: EIA

PROPERTY INSURANCE PROGRAM

The Superintendent shall ensure that adequate property and liability insurance is annually reviewed as well as maintained on behalf of the School District.

~~Adopted: 1/6/14~~
~~Reviewed:~~

~~SOURCE: Hamilton-Wenham~~

Hamilton-Wenham World Language Department
775 Bay Road
Hamilton, MA 01982

November 26, 2019

Dear Dr. Kukenberger and Mr. Tracy,

I would like to move forward with several ski dates for the upcoming ski season. I have included documentation to begin the approval process and I have updated the permission form.

The dates are as follows:

- **Sunday River Day Trips** 6 am — 7 30 pm
  - **Jan. 5, 2020**
  - **Jan. 26, 2020**
  - **Feb 9, 2020**
  - **Mar 8, 2020**
- **Gunstock Night Trips** 2 30 – 10 30 pm
  - **Jan. 17, 2020 MLK weekend**
  - **Feb. 28, 2020**

I thank you in advance for your time and consideration of this matter.

Sincerely,

Kevan Sano-O'Brien

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
Wenham, Massachusetts_

Ski Club Permission for Day Trips

Parents'/Guardians' Permission to Participate, Emergency Treatment and Medications Consent, and Release Form for Overnight, Out-of-State, Domestic, and International Voluntary School Sponsored Trips_

I. Permission to Participate in Voluntary Field Trip

I/We, the undersigned _____ (print name) of _____ (town of residence) parent/guardian of _____ (print student name), a minor who is a student at **Hamilton-Wenham Regional High School** , hereby grant permission to the Hamilton-Wenham Regional School District School Committee, the Towns of Hamilton and Wenham, and its employees and agents for our minor child to participate in a voluntary school-sponsored trip to **Sunday River, Newry ME or Gunstock, Gilford NH** on _(date will vary)_ __, 2020 It is my/our understanding that **Kevan Sano** (faculty sponsor and head chaperone) as well as other faculty will accompany the group.

In consideration of the educational value of travel, and other privileges and advantages to be gained by my/our child's participation in said trip, I/we do hereby forever release, acquit, discharge, and covenant to hold harmless the Hamilton-Wenham Regional School District School Committee, the Town of Hamilton, the Town of Wenham, its employees and agents and their employees, who are accompanying the students on the aforementioned trip from all actions, claims, demands, damages, loss of services, expenses, and compensations on account of, or, in any way growing out of any and all personal injuries and property damage which may result at any time during the trip, and which I/we may hereafter have as parents and/or guardians of said minor child, as well as all claims or rights of action for damages which the said minor child may hereafter have either before or after he/she has reached majority. I/We further promise to bind myself/ourselves jointly and severally to reimburse to said releases any sum of money which it/they may be compelled to pay because of any injury or damage or for any other reason, on behalf of said student while on said trip.

I/We further agree that should said minor child _____(name of child) behave in a manner which, in the judgment of the teacher in charge, may endanger the health, safety, or welfare of that student or others in the group (this of course includes any infraction of alcohol/drugs). I /we further understand that Hamilton-Wenham Regional School district policies on student behavior, student handbook rules and regulations, and MA Interscholastic Athletic Association (MIAA) rules and regulations will be in full force and effect and apply to all PK-12 field trips. The teacher/head chaperone in charge in his/her sole discretion has my/our permission and assent to the following:

1. Space will be reserved on the next available train/bus/plane flight returning to Boston, and my/our child will be placed on such train/bus/plane flight.

2. I/We shall be totally responsible for reimbursing any and all expenses for such transportation.

3. Upon notification of such decision, I/we agree to meet and be responsible for my/our minor child upon his/her arrival.

I/We are aware that my/our minor child has been advised to travel in groups and it expected to maintain a buddy system during unscheduled time periods.

Name (Adult)	*Parent A/Guardian A*
Address	*Parent B/Guardian B*

If the student is 18 years of age or over, have him/her read the foregoing and sign below.)

I, _____ (print name), a student at

Hamilton-Wenham Regional High School, have read the foregoing and agree to its contents.

Name	*Signature*

Date

II. Emergency Treatment and Medication Consent

In the event of illness of or injury to that student in connection with the trip, the chaperones are granted full authority to take whatever action they may be willing to provide and may believe to be warranted with regard to related health, safety, and medical care, and/nor will have any liability whatsoever for any expenses, damage or injury of any kind resulting from or involving such an action whether incurred or caused by other participants and/or by any others.

I/We , _____ (parent/legal guardian – please print), give permission to the Hamilton-Wenham Regional School District staff or chaperones to act on my/our behalf for my/our minor child _____ (student's name – please print) in the event of a medical emergency.

The School District has your emergency card on file. Is there any a change in that information or is there new information we need?

Yes _____ No _____

Will mediation be required during the field trip? Yes _____ No _____

If yes, please describe:

As per the Hamilton-Wenham Regional School District Policy on Medications (H 8010), students may not carry any medication (prescription and non-prescription) on a field trip. If mediation is necessary, school personnel must carry the medication and dispense it to the student. Written instruction signed by the student's physician must be on file with the school. These instructions must include the diagnosis, name of mediation, dosage, and time of administration. Medication must be in the original labeled container.

III. ***Student Contract***

1. I agree to follow all Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules as specified in Section C.13 regarding student conduct. All rules will apply and be in effect at all times for academic and extracurricular field trips.

2. I agree not to be in possession of or utilize drugs, tobacco, and/or alcohol while traveling with the Hamilton-Wenham Regional High School student group. I also agree not to be found in the presences of such substances or I will be found equally at fault.

3. I agree to abide by the curfew rules set. At the appointed time, I will go to my room and observe quiet. I understand that bed checks may occur after curfew to ensure that students are there they are supposed to be.

4. I agree to uphold all laws and regulations as dictated by local governments. I agree to respect the property of others and to pay for any losses and/or damages for which I am held responsible.

5. I agree never to leave the hotel/host family without the permission of my chaperone. Should I be granted permission to leave, I will be accompanied at those times by other members of my group.

6. I understand that I am under the direct responsibility and authority of _____ (name of faculty sponsor/head chaperone) and the assigned chaperones and will follow and abide by any rules and/or decisions made by these persons.

I am signing this contract, and hereby giving my word of honor that I will follow the above Code while traveling with the Hamilton-Wenham Regional School High School group from _____ to _____ (insert dates). As a representative of the Hamilton-Wenham Regional High School, I understand that my behavior is critical to the success of the trip and as a precedent for future tours. Any violation of these rules will result in disciplinary action.

_____

Student's Signature *Date*

Discipline of Students Section F of Policy H8015

1. All Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules as specified in Section C.13 regarding student conduct will apply and be in effect at all times for academic and extracurricular field trips.

2. If a student violates any Hamilton-Wenham student conduct policies, student handbook HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT rules or regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, trip rules as specified in Section D-11, or otherwise misbehaves while on a field trip, the student will be immediately suspended from the field trip and sent back to school or home, as appropriate, by the faculty sponsor at the parent's/guardian's expense. In addition to being sent home, the individual will be subject to the consequences for the action/infraction upon his/her return to school as defined by the aforementioned student conduct policies, student handbook rules and regulations, and MA Interscholastic Athletic Association (MIAA) rules and regulations.

3. Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules as specified in Section D-11 regarding student conduct will be given to chaperones. Chaperones shall agree to implement and enforce them; failure to do so will result in not being able to chaperone future school sponsored trips.

I/We have read the above Contract signed by my/or minor child. I/We further agree that if my/our son/daughter does not conform to the above regulations and all other regulations set forth and enforced by the head chaperone, I/we will receive, at my /our own expense, a telephone call informing me/us of my/our son/daughter's behavior.

Parent A/Guardian A Signature *Date*

Parent B/Guardian B Signature *Date*

IV. ***Field Trip Cancellation Release and Agreement***

1. The Hamilton-Wenham Regional School District will sponsor domestic/international field trips. All school-sponsored domestic/international trips must be approved by the principal, superintendent, and school committee in accordance with specifics set forth in the District policy H8015 - School-Sponsored Field Trips.

2. The Hamilton-Wenham Regional School District Committee reserves the right to cancel domestic and/or international trips up to departure and recall trips in progress, if they believe there is a potential danger to students or for any other reason deemed appropriate by the School Committee. In making this decision, the School Committee will take into consideration information from (a) U.S. Department of State Advisory; (b) Homeland Security Advisory (alert status); and (c) Declaration of War or armed conflict. Additionally, the critical judgment of the School Committee with input from the Superintendent, Principal, and Faculty Sponsor will be taken into consideration.

3. In the event that the Hamilton-Wenham Regional School District Committee cancels the trip, I/we understand that I/we may lose any and/or all of the funds that I/we have expended for the voluntary trip.

4. In the event that the Hamilton-Wenham Regional School District Committee cancels the trip, I/we understand that the Hamilton-Wenham Regional School District and the Towns of Hamilton and Wenham, shall be forever held harmless for remuneration of any and/or all costs associated with this voluntary trip.

5. The Hamilton-Wenham Regional School District will not be liable to anyone for personal injuries, property damage, or financial loss my/our child or I/we may suffer in the Hamilton-Wenham Regional School District sponsored, voluntary field trip programs.

I/we affirm that I/we have read the above Release and Agreement and understand that the Hamilton-Wenham Regional School District Committee reserves the right to cancel or recall a school-sponsored domestic/international trip. I/we acknowledge and affirm that I/we may lose any and/or all of the funds expended for the trip. I agree to release the Hamilton-Wenham Regional School District, the Towns of Hamilton and Wenham, its agents and employees from and not to hold such parties responsible for and instead to hold such parties harmless with respect to any loss of funds resulting from the recall or cancellation of any school-sponsored

domestic/international trip. By signing this Release and Agreement, I/we grant permission for school personnel to administer medication to my/our child as prescribed by his/her physician. I/we also affirm that I/we have decided to allow my/our minor child to participate in the voluntary school-sponsored field trip with full knowledge and acceptance of the provisions of this consent and release form.

Signature of Parent A/Guardian A	*Printed Name*	*Date*

Signature of Parent B/Guardian B	*Printed Name*	*Date*

If the student is 18 years of age or over, have him/her read the foregoing and sign below.)

I, _____ (print name), a student at Hamilton-Wenham Regional High School, have read the foregoing and agree to its contents.

Name	*Signature*

Note: It is strongly recommended that parents/guardians purchase trip cancellation insurance.

Hamilton-Wenham Regional School District

FIELD TRIP REQUEST

School: HWRHS Date Submitted: 11/26/19

Faculty Sponsor: Kevan Sano Position: 6-12 Curriculum leader
ski club advisor

I. Trip Information:

Check (✓) one:

☐ Day Academic Field Trip - ☐ In-state ☐ Out-of-state Destination: _____

☒ Day Extracurricular Trip – ☐ In-state ☒ Out-of-state ☐ International Destination: _____

☐ Athletics – Sport: _____

☐ Overnight Trip – In-state - ☐ Academic ☐ Extracurricular - Destination: _____

☑ Out-of-State/Domestic Day Trip – ☐ Academic ☒ Extracurricular - Destination: _____

☐ Out-of-State/Domestic Overnight Trip – ☐ Academic ☐ Extracurricular – Destination: _____

☐ International Trip (*extracurricular only*) – Destination: _____

Departure Date: Various dates Time: 6 am Return Date: Same days Time: 7:30 pm

Number of Students Eligible: 50 Class/Group: all grades

Faculty Sponsor: Kevan Sano

Other Faculty/Staff chaperones: Patty Shippen, Eric Fenton

Other chaperones: other Liz Shippen / Bob O'Brien (spouses)

Mode of Transportation: Coach Bus! Number:

Airlines/Flight/Ground Transportation: Boston Common Coach Company

II. Estimated Expenses

1. Transportation Cost: Sunday River $1800	6. Financial Assistance Available? ___ Yes ___ No
2. Admission Charges: Cranstock $1100	7. Other Sources of Funding? ___ Yes ___ No
3. Lodging & meals cost:	8. Amount Available: $
4. Other (specify):	9. Are Student Activity Funds being used? X Yes ___ No
5. Total student cost: SR $100 per day GS $75	10. If yes, amount bring used: $

III. Attachments

1. Copy of Parent Letter with meeting date:	5. Travel Costs & Refund Policy:
2. Itinerary:	6. Travel Insurance Policy (if applicable): Cost:
3. Security features for transportation & accommodations:	7. Pre and Post Trip Activities:
4. Arrangements for meals and lodging:	8. Other Descriptive Information:

IV. Approvals

Department Chairperson or Field Trip Requestor: _____ Date: 11/26/19

I have read the School Committee Policy H8015 on School Sponsored Field Trips and meet all policy requirements

Principal: _____ Date: 11/26/19

I have read the School Committee Policy H8015 on School Sponsored Field Trips and find they meet all requirements

Note: Overnight and Domestic (out-of-state) and international trips require approvals from the Superintendent and Hamilton-Wenham Regional School Committee.

Superintendent: _____ Date: _____

HWRSD Committee Action: *Vote* – Yes _____ No ____ Abstain _____ Date: _____

Please be sure all the information listed is included with your Field Trip Request for the Approval of the Superintendent & School Committee any incomplete requests will be returned. Refer to our website Policies "School-Sponsored Field Trips" H8015 for the complete policy; this is an excerpt from that policy.

APPROVAL DOCUMENTATION – Domestic and International

Approval for all trips must be received prior to making any financial contractual arrangements. All field trips must be approved in writing by the appropriate authority as specified in this policy. The initial documentation to request a field trip must include:

1. Proposed dates and itinerary.
2. Description of the process that will be used to determine student eligibility.
3. Estimated number of students expected and percentage of eligible students participating.
4. Cost per student (if applicable).
5. Mode of transportation and schedule.
6. Ratio of chaperones/teachers to students
   (Recommended ratio – HS 1:10; MS 1:10 min.; Elementary 1:10 min.; International 1:6)
7. Description of arrangements for meals and lodging (if applicable). Accommodations will include enough rooms so that no chaperones are rooming with students.
8. Description of security features for transportation and accommodations.
9. Means of financing.
10. Draft copy of any contract and refund policies associated with the trip.
11. Draft copy of the letters to be sent to parents and guardians referencing the specifics of the trip including all of the above and any rules specific to the trip which are in addition to the HWRSD student conduct policies, student handbook rules or regulations, and the MA Interscholastic Athletic Association (MIAA) rules and regulations. For international field trips, the sponsoring faculty member will provide parents a copy of the State Department travel advisory and Homeland Security Alert Status for all countries to be visited.
12. In the case of academic field trips, there must be a description of the educational alternative and mapping of that alternative for students not attending the trip, if applicable.
13. Satisfactory Criminal Offender Record Information (CORI) check of all chaperones is required and must be on file in the Superintendent's Office.
14. International trips must include a printout of the State Department Travel Advisory and Homeland Security Alert Status for all countries to be visited.

- Additional information may be requested from the appropriate authority prior to making a decision.

- Should external circumstances change after the initial trip approval detailed modifications to the relevant approval documentation (see above) will be required.

DISCIPLINE OF STUDENTS AND FIELD TRIPS – Domestic and International (this must be included on your permission slips for parents/guardians.

1. All Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, student conduct will apply and be in effect at all times for academic and extracurricular field trips.
2. If a student violates any Hamilton-Wenham student conduct policies, student handbook rules or regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, trip rules as specified, or otherwise misbehaves while on a field trip, the student will be immediately suspended from the field trip and sent back to school or home, as appropriate, by the faculty sponsor at the parent's/guardian's expense. In addition to being sent home, the individual will be subject to the consequences for the action/infraction upon his/her return to school as defined by the aforementioned student conduct policies, student handbook rules and regulations, and MA Interscholastic Athletic Association (MIAA) rules and regulations.
3. Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules regarding student conduct will be given to chaperones. Chaperones shall agree to implement and enforce them; failure to do so will result in not being able to chaperone future school sponsored trips.

D. APPROVAL DOCUMENTATION – Domestic and International

Approval for all trips must be received prior to making any financial contractual arrangements. All field trips must be approved in writing by the appropriate authority as specified in this policy. The initial documentation to request a field trip must include:

1. Proposed dates and itinerary.
2. Description of the process that will be used to determine student eligibility.
3. Estimated number of students expected and percentage of eligible students participating.
4. Cost per student (if applicable).
5. Mode of transportation and schedule.
6. Ratio of chaperones/teachers to students
   (Recommended ratio – HS 1:10; MS 1:10 min.; Elementary 1:10 min.; international 1:6)
7. Description of arrangements for meals and lodging (if applicable). Accommodations will include enough rooms so that no chaperones are rooming with students.
8. Description of security features for transportation and accommodations.
9. Means of financing.
10. Draft copy of any contract and refund policies associated with the trip.
11. Draft copy of the letters to be sent to parents and guardians referencing the specifics of the trip including all of the above and any rules specific to the trip which are in addition to the HWRSD student conduct policies, student handbook rules or regulations, and the MA Interscholastic Athletic Association (MIAA) rules and regulations. For international
12. Discipline of Students & Field Trips (F) Section must be included in all field trips.

Hamilton-Wenham Regional School District

FIELD TRIP REQUEST

School: Hamilton-Wenham Regional High School Date Submitted: December 13, 2019

Faculty Sponsor: Kevan Sano-O'Brien Position: 6-12 World Language Curriculum Coordinator - Spanish teacher

I. Trip Information:

Check (✓) one:

☐ Day Academic Field Trip - ☐ In-state ☐ Out-of-state Destination:

☐ Day Extracurricular Trip – ☐ In-state ☐ Out-of-state ☐ International Destination:

☐ Athletics – Sport:

☐ Overnight Trip – In-state - ☐ Academic ☐ Extracurricular - Destination:

☐ Out-of-State/Domestic Day Trip – ☐ Academic ☐ Extracurricular - Destination:

☐ Out-of-State/Domestic Overnight Trip – ☐ Academic ☐ Extracurricular – Destination:

✓ International Trip (*extracurricular only*) – Destination: Peru

Departure Date: Apr 14, 21 Time: TBD Return Date: Apr 24, 21 Time: TBD

Number of Students Eligible: 36 Class/Group: grades 11-12

Faculty Sponsor: Kevan Sano

Other Faculty/Staff chaperones: Stephenie Sprowse, Matt Jones, Abby Demarais

Other chaperones: TBD

Mode of Transportation: air/bus/train Number:

Airlines/Flight/Ground Transportation: as scheduled by Worldstrides plane, bus, train

II. Estimated Expenses

1. Transportation Cost: inclusive	6. Financial Assistance Available? ___ Yes ___ No X
2. Admission Charges:	7. Other Sources of Funding? ___ Yes ___ No X
3. Lodging & meals cost:	8. Amount Available: $
4. Other (specify):	9. Are Student Activity Funds being used? ___ Yes X No
5. Total student cost: $4834 before with early enrollment discount $4379	10. If yes, amount bring used: $

III. Attachments

1. Copy of Parent Letter with meeting date:	5. Travel Costs & Refund Policy: as stated
2. Itinerary: attached	6. Travel Insurance Policy (if applicable): Cost: included
3. Security features for transportation & accommodations:	7. Pre and Post Trip Activities: Meetings
4. Arrangements for meals and lodging: inclusive of price	8. Other Descriptive Information: attached

IV. Approvals

Department Chairperson or Field Trip Requestor: Kevan Sano-O'Brien Date: 12/13/19

I have read the School Committee Policy H8015 on School Sponsored Field Trips and meet all policy requirements

Principal: Date: 12/11/19

I have read the School Committee Policy H8015 on School Sponsored Field Trips and find they meet all requirements

Note: Overnight and Domestic (out-of-state) and international trips require approvals from the Superintendent and Hamilton-Wenham Regional School Committee.

Superintendent: Date:

HWRSD Committee Action: *Vote* – Yes ____ No ____ Abstain ____ Date:

HWRSD Field Trip Request 2/11/14

April 2021 Field Trip to Peru Proposed by Kevan Sano

To: Eric Tracy

I would like to put forth a proposal for a Service Learning trip to Peru in 2021. This will be our eighth trip to Peru, having traveled every other year since 2007. Every site visited and each activity enhances the curriculum taught at the high school in our Spanish 3 Honors class and our Spanish 4CP classes. This trip will have a service learning component similar to our trip in 2019. The service component will allow us to spend more time engaging in activities with local children and families. Our past trips have included a school visit however a few hours is not enough time. The service component gives us 2 full days with local children and their families.

We will do our service in the outskirts of Cuzco, we will have 2 full days of service learning in an impoverished community school. Students will get to know the students and their way of life. They will be able to make a difference by visiting with local children, helping with school activities, and participating in school beautification projects. I have chosen the school we will visit based on a past experience in Peru. The school is located in Chincheros.

We expect the student participants of the spring trip to Peru to achieve the following educational benefits:

1. Concentrated exposure to native speakers
2. Opportunity to speak Spanish over an extended time period
3. Direct observation of Peruvian culture and everyday life
4. First-hand experience of some of the sites important to Peruvian and Spanish history, literature and art (with a concentration on the age of conquest and the Incan Empire)

In addition to skills that are directly applicable to their Spanish classroom, students who participate in this field trip will also gain considerable collateral benefits. Some of these include:

1. Learning to make group decisions and adapt to others
2. Examining and learning to overcome language/ cultural barriers
3. Developing a sense of personal independence and ability—dealing with officials, exchanging money, making decisions.

For some students this will be a once–in-a-lifetime experience, for others it will be the beginning of a lifetime of cross-cultural encounters. As language teachers, we are committed to making the experience the best possible for each student.

#1 **Proposed Dates** – April school vacation 2021 and 2 additional days prior to the start of vacation. I would like to leave Wednesday April 14th and return on Saturday April 24th . I am requesting the additional days because of the travel distance and the time necessary to acclimate to the change in altitude. Additionally, it is easier to leave midweek being that it is April vacation.

#2 **Student Eligibility** – Every site visited and activity planned enhances the curriculum taught at the high school in our Spanish 3Honors class and our Spanish 4 A1 class. Therefore I propose the following requirements:

Successful Completion of Spanish 3 H class or Spanish 4 A1

Verbal recommendation from his/her Spanish teacher

Seniors will be given priority then juniors finally sophomores if space is available

#3 **Space** will be limited to no more than 36 student participants with 1 teacher chaperone for every 6 students.

April 2021 Field Trip to Peru Proposed by Kevan Sano

Estimated cost per student

#4 Total: $4379 per person if enrolled on or before 2/1/20 $4824 after 2/1/20

This price includes roundtrip transportation on major scheduled airlines from US to Peru and national airlines within Peru, 1 nights lodging in Lima, 5 nights in Cuzco and 3 nights in the Sacred Valley, and most meals: guaranteed 2 meals a day, breakfast and one meal other depending on the day's schedule.

In addition, students will need spending money for souvenirs and meals not covered in program as well as gratuities for tour guides in various places. Students should figure an additional $300 for these expenses.

Timeline for payment

$300 initial deposit on or before 2/1/20
Balance can be paid in 12 monthly installments of $
Final payment due December 1st, 2020
Final payment Deadline with Total Surety Plan due January, 2021

#9 Beyond the eligibility requirements, **student participation** is based on ability to pay and is voluntary.

Upon approval I will hold an informational meeting for interested students and their parents. I will then begin to enroll students. Students will have the option of enrolling online but must be approved by me. Students must meet eligibility requirements before enrolling.

There is a website to promote the trip and as a means of communication I will create a Google Classroom page. I will have monthly meetings beginning in September 2020 to prepare students for this adventure.

Other – Entry requirements

Valid passport (valid for at least 6 months after return date)

Vaccinations and medications - typhoid vaccinations are required

Consult – www.cdc.gov for current immunization recommendations / requirements

Good physical health recommended due to Altitude sickness and considerable walking required

Why WorldStrides?

Everything revolves around LEAP! **Learning by Exploring and Actively Participating**. Mindful that there are different types of learners, WorldStrides Tour Directors make information available in a variety of exciting ways. Culture and history come alive, with the students as active participants in a spectacular learning experience. They are opportunities for students to earn college credits if they choose to enroll in a special program. Professional Development points are offered to teachers. There is also a financial aid program. Finally, we have a long history with WorldStrides(formally NETC) and we have NEVER been disappointed with the quality, safety or arrangements made by WorldStrides.

III #2

WorldStrides
Explore. Discover. Become.



Peru

educationaltravel.com/Sano-O'Brien-7330
April 14 - April 24, 2021

Day 1 Hola Lima
Meet your tour director and check into hotel

Day 2 Lima--Cuzco
Fly to Cuzco
Cuzco City Walk

Day 3 Cuzco
Koricancha Temple visit
Cuzco excursion: Tambomachay , Sacsayhuaman Fortress visit
LEAP Pago al la Tierra

Day 4 Cuzco
Program Leader Arranged Service Learning at Cuper Alto School

Day 5 Cuzco
Program Leader Arranged Service Learning at Cuper Alto School

Day 6 Cuzco
Rafting and Zipline Adventure

Day 7 Cuzco
Bean-to-Bar Chocolate Workshop in ChocoMuseo

Day 8 Cuzco--Aguas Calientes
Pisac & Ollantaytambo visit
LEAP Weaving Culture
Train ride to Agua Calientes (Machupicchu Pueblo)

Day 9 Sacred Valley
Huayna Picchu hike (pending availability)
Explore Machu Picchu
Transfer by train back to Cuzco

Day 10 End tour
Fly to Lima
Lunch
Fly home

Day 11 Return home

III #2

Reserve your Spot!

MyTrip ID: Sano-O'Brien-7330
Registration deadline: December 19, 2019

What's included

We provide everything you need for a remarkable trip:

- Round-trip airfare and other transportation described in the itinerary
- Three college prep credits are included in the cost of your program. Please note that middle school students aren't eligible.
- Traveler Assistance, Medical Insurance & Travel Insurance
- Centrally located three- and four-star hotels
- Daily breakfast to start the day energized and ready to go
- Appetizing, hearty three-course dinner daily
- Full time, bilingual, WorldStrides tour director who is LEAP-trained in experiential education
- Local guide at sites and on city tours as described in the itinerary
- LEAP! Educational Program
- Entrances and transportation to sites and activities described in your itinerary
- Local Guide and Local Bus Driver tips
- 24/7 On Tour Emergency Support

Tour investment

Students (travelers under the age of 23): $4,379
Adults (age 23 and over): $4,909

Price reflects savings of $300 scholarship. Sign up by 12/19/2019 and enter code Travel7O in order to take advantage of this limited-time offer!

Automatic monthly payment plan

Pay just $99 upon enrollment and the balance will be divided into equal monthly payments, charged automatically to your credit card or checking account. As of December 09, 2019, your monthly payment would be just $305.71.

Travel protection

Most WorldStrides travelers protect their investment with our Cancellation Protection Plus.

Enroll online,
by phone, or by mail



educationaltravel.com/Sano-O'Brien-7330

1.800.771.5353

Mail in your paper application to:

WorldStrides Programs
Attn: Participant Services
101 Federal St, 9th Floor
Boston, MA 02110

WorldStrides | 50 FIFTY YEARS

Peru
Republic of Peru

Security Info

Printed on 12/10/19

US gov site

Exercise increased caution in Peru due to **crime and terrorism**. Some areas have increased risk. Read the entire Travel Advisory.

Do not travel to:

- The Colombian - Peruvian border area in the Loreto Region due to **crime.**
- The Valley of the Apurímac, Ene, and Mantaro Rivers (VRAEM), including areas within the Departments of Ayacucho, Cusco, Huancavelica, and Junin, due to **crime and terrorism.**

Crime, including petty theft, carjackings, muggings, assaults, and violent crime, is a concern in Peru, and can occur during daylight hours, despite the presence of many witnesses. The risk of crime increases after hours and outside the capital city of Lima where more organized criminal groups have been known to use roadblocks to rob victims.

U.S. government personnel cannot travel freely throughout Peru for security reasons.

Read the Safety and Security section on the country information page.

If you decide to travel to Peru:

- Be aware of your surroundings.
- Monitor local media for breaking events and adjust your plans as needed.
- Enroll in the Smart Traveler Enrollment Program (STEP) to receive Alerts and make it easier to locate you in an emergency.
- Follow the Department of State on Facebook and Twitter.
- Follow the U.S. Embassy on Facebook and Twitter.
- Review the U.S. Embassy webpage.
- Review the Crime and Safety Report for Peru.
- U.S. citizens who travel abroad should always have a contingency plan for emergency situations. Review the Traveler's Checklist.

Colombian - Peruvian border area in the Loreto Region – Level 4: Do Not Travel

Drug trafficking and other criminal activity, combined with poor infrastructure, limits the capability and effectiveness of Peruvian law enforcement in this area.

The U.S. government has limited ability to provide emergency services to U.S. citizens as U.S. government personnel are restricted from traveling within 20 kilometers of the border with Colombia in the Loreto region, except on the Amazon River itself, without permission. This includes travel on the Putumayo River, which forms most of the Peru-Colombia border.

Visit our website for Travel to High-Risk Areas.

Valley of the Apurímac, Ene, and Mantaro Rivers (VRAEM) includes areas within the Departments of Ayacucho, Cusco, Huancavelica, and Junin – Level 4: Do Not Travel

Remnants of the Shining Path terrorist group are active in the VRAEM. The group may attack with little or no warning, targeting Peruvian government installations and personnel.

Drug trafficking and other criminal activity, combined with poor infrastructure, limit the capability and effectiveness of Peruvian law enforcement in this area.

In urban areas, the crime rate has increased. U.S. government personnel are restricted from traveling in the VRAEM except for certain areas during daylight hours. The U.S. government has limited ability to provide emergency services to U.S. citizens due to these travel restrictions.

U.S. government officials and their families are permitted to travel within many areas of the Department of Cusco, *including the Machu Picchu area, the Sacred Valley, and city of Cusco.*

Visit our website for Travel to High-Risk Areas.

Travel Restrictions for U.S. Government Personnel

U.S. government personnel must request advance permission for any travel to the Peruvian-Columbian border and the VRAEM. Sometimes, they are required to travel in armored vehicles or carry personnel trackers. They cannot not use inter- or intra-city bus transportation or travel by road outside urban areas at night except for:

- Travel by commercial bus on the Pan American Highway, between the Pan-American Highway and Huaraz, or between the Pan-American Highway, Arequipa, and Cusco.
- Travel by car on the Pan-American Highway south from Lima to Paracas or north from Lima to Huacho (approximately three hours north and south of Lima).

In the restricted areas, they are permitted to use only the following

In the restricted areas, they are permitted to use only the following routes during daylight hours:

- Road travel from Ayacucho city to Huanta city, staying within the city limits of Huanta, and from Pisco city (Department of Ica) to Ayacucho city.
- Train travel from Lima to Huancayo city (Department of Junin) and Huancavelica city.
- Road travel from Lima to Huancayo city.
- Road travel from La Merced city to the Satipo provincial boundary.

Last Update: To remove information regarding the Pan American and Parapan American Games.

Embassy Alerts Messages

Demonstration Alert – U.S. Embassy Lima, Peru – October 1, 2019 Tue, 01 Oct 2019
Safety Alert – U. S. Embassy Lima, Peru – August 7, 2019 Wed, 07 Aug 2019
Demonstration Alert – U. S. Embassy Lima, Peru – July 23, 2019 Tue, 23 Jul 2019
Volcano/Ash Clouds Alert – U. S. Embassy – Moquegua, Arequipa and Tacna Regions, Peru – July 20, 2019 Sat, 20 Jul 2019

View Alerts and Messages Archive

Quick Facts

PASSPORT VALIDITY:

Must have six months validity at time of entry

BLANK PASSPORT PAGES:

One page required for entry stamp

TOURIST VISA REQUIRED:

Free, issued at the port of entry

VACCINATIONS:

Yellow fever vaccination is recommended

CURRENCY RESTRICTIONS FOR ENTRY:

30,000 USD. More than $10,000 USD must be declared upon entry

CURRENCY RESTRICTIONS FOR EXIT:

Same as entry

ALL +/—

Embassies and Consulates

Destination Description

Entry, Exit and Visa Requirements

Safety and Security

Local Laws & Special Circumstances

Health

Travel and Transportation

Fact Sheet

Please see Fact Sheet for this country/area.

For additional travel information

- Enroll in the Smart Traveler Enrollment Program (STEP) to receive security messages and make it easier to locate you in an emergency.
- Call us in Washington, D.C. at 1-888-407-4747 (toll-free in the United States and Canada) or 1-202-501-4444 (from all other countries) from 8:00 a.m. to 8:00 p.m., Eastern Standard Time, Monday through Friday (except U.S. federal holidays).
- See the State Department's travel website for the Worldwide Caution and Travel Advisories.
- Follow us on Twitter and Facebook.
- See traveling safely abroad for useful travel tips.

International Parental Child Abduction

Peru was cited in the State Department's 2019 Annual Report to Congress on International Child Abduction for demonstrating a pattern of non-compliance with respect to international parental child abduction. Review information about International Parental Child Abduction in Peru. For additional IPCA-related information, please see the International Child Abduction Prevention and Return Act (ICAPRA) report.

Last Updated: July 18, 2019

#8

Security Plan for travel to Peru

- A 6 to 1 ratio of chaperones/teachers to student as per rules of international travel
- All chaperones are CORI'd.
- Bilingual WorldStrides tour guide with us 24/7 from arrival until departure
- Head chaperone will have an international cell phone
- At least one Spanish-speaking chaperone on each bus.
- Students are divided into families and assigned a teacher/chaperone
    - Students check in with their assigned teacher/chaperone every time we move, transition or need to disperse information.
    - Students are advised to travel in groups no smaller than 4
- A strict itinerary/timeline/ schedule of events.
- Daily check-ins during the day and a nightly room check at bedtime
- Students and chaperones receive the detailed itinerary, names of hotels and important contact information including the US. Embassy in the country
- Monthly meetings to prepare students and chaperones for travel and what to expect
- Preparation meetings with chaperones to review expectations and procedures while on tour
- In case of an international emergency, we will contact our US Embassy

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
Wenham, Massachusetts

Parents'/Guardians' Permission to Participate, Emergency Treatment and Medications Consent, and Release Form for Overnight, Out-of-State, Domestic, and International Voluntary School Sponsored Trips

I. Permission to Participate in Voluntary Field Trip

I/We, the undersigned _____ (print name) of _____ (town of residence) parent/guardian of _____ (print student name), a minor who is a student at **Hamilton-Wenham Regional High School** , hereby grant permission to the Hamilton-Wenham Regional School District School Committee, the Towns of Hamilton and Wenham, and its employees and agents for our minor child to participate in a voluntary school-sponsored trip to **Lima, Cuzco, and Sacred Valley** from **April 14th to April 24th, 2021**. It is my/our understanding that **Kevan Sano** (faculty sponsor and head chaperone) as well as other faculty will accompany the group.

In consideration of the educational value of travel, and other privileges and advantages to be gained by my/our child's participation in said trip, I/we do hereby forever release, acquit, discharge, and covenant to hold harmless the Hamilton-Wenham Regional School District School Committee, the Town of Hamilton, the Town of Wenham, its employees and agents and their employees, who are accompanying the students on the aforementioned trip from all actions, claims, demands, damages, loss of services, expenses, and compensations on account of, or, in any way growing out of any and all personal injuries and property damage which may result at any time during the trip, and which I/we may hereafter have as parents and/or guardians of said minor child, as well as all claims or rights of action for damages which the said minor child may hereafter have either before or after he/she has reached majority. I/We further promise to bind myself/ourselves jointly and severally to reimburse to said releases any sum of money which it/they may be compelled to pay because of any injury or damage or for any other reason, on behalf of said student while on said trip.

I/We further agree that should said minor child _____(name of child) behave in a manner which, in the judgment of the teacher in charge, may endanger the health, safety, or welfare of that student or others in the group (this of course includes any infraction of alcohol/drugs). I /we further understand that Hamilton-Wenham Regional School district policies on student behavior, student handbook rules and regulations, and MA Interscholastic Athletic Association (MIAA) rules and regulations will be in full force and effect and apply to all PK-12 field trips. The teacher/head chaperone in charge in his/her sole discretion has my/our permission and assent to the following:

1. Space will be reserved on the next available train/bus/plane flight returning to Boston, and my/our child will be placed on such train/bus/plane flight.

2. I/We shall be totally responsible for reimbursing any and all expenses for such transportation.

3. Upon notification of such decision, I/we agree to meet and be responsible for my/our minor child upon his/her arrival.

I/We are aware that my/our minor child has been advised to travel in groups and it expected to maintain a buddy system during unscheduled time periods.

Name (Adult)	*Parent A/Guardian A*
Address	*Parent B/Guardian B*

If the student is 18 years of age or over, have him/her read the foregoing and sign below.)

I, _____ (print name), a student at

Hamilton-Wenham Regional High School, have read the foregoing and agree to its contents.

Name	*Signature*

Date

II. Emergency Treatment and Medication Consent

In the event of illness of or injury to that student in connection with the trip, the chaperones are granted full authority to take whatever action they may be willing to provide and may believe to be warranted with regard to related health, safety, and medical care, and/nor will have any liability whatsoever for any expenses, damage or injury of any kind resulting from or involving such an action whether incurred or caused by other participants and/or by any others.

I/We , _____ (parent/legal guardian – please print), give permission to the Hamilton-Wenham Regional School District staff or chaperones to act on my/our behalf for my/our minor child _____ (student's name – please print) in the event of a medical emergency.

The School District has your emergency card on file. Is there any a change in that information or is there new information we need?

Yes _____ No _____

Will mediation be required during the field trip? Yes _____ No _____

If yes, please describe:

As per the Hamilton-Wenham Regional School District Policy on Medications (H 8010), students may not carry any medication (prescription and non-prescription) on a field trip. If mediation is necessary, school personnel must carry the medication and dispense it to the student. Written instruction signed by the student's physician must be on file with the school. These instructions must include the diagnosis, name of mediation, dosage, and time of administration. Medication must be in the original labeled container.

III. ***Student Contract***

1. I agree to follow all Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules as specified in Section C.13 regarding student conduct. All rules will apply and be in effect at all times for academic and extracurricular field trips.

2. I agree not to be in possession of or utilize drugs, tobacco, and/or alcohol while traveling with the Hamilton-Wenham Regional High School student group. I also agree not to be found in the presences of such substances or I will be found equally at fault.

3. I agree to abide by the curfew rules set. At the appointed time, I will go to my room and observe quiet. I understand that bed checks may occur after curfew to ensure that students are there they are supposed to be.

4. I agree to uphold all laws and regulations as dictated by local governments. I agree to respect the property of others and to pay for any losses and/or damages for which I am held responsible.

5. I agree never to leave the hotel/host family without the permission of my chaperone. Should I be granted permission to leave, I will be accompanied at those times by other members of my group.

6. I understand that I am under the direct responsibility and authority of _____ (name of faculty sponsor/head chaperone) and the assigned chaperones and will follow and abide by any rules and/or decisions made by these persons.

I am signing this contract, and hereby giving my word of honor that I will follow the above Code while traveling with the Hamilton-Wenham Regional School High School group from _____ to _____ (insert dates). As a representative of the Hamilton-Wenham Regional High School, I understand that my behavior is critical to the success of the trip and as a precedent for future tours. Any violation of these rules will result in disciplinary action.

Student's Signature _____ *Date* _____

Discipline of Students Section F of Policy H8015

1. All Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules as specified in Section C.13 regarding student conduct will apply and be in effect at all times for academic and extracurricular field trips.

2. If a student violates any Hamilton-Wenham student conduct policies, student handbook HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT rules or regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, trip rules as specified in Section D-11, or otherwise misbehaves while on a field trip, the student will be immediately suspended from the field trip and sent back to school or home, as appropriate, by the faculty sponsor at the parent's/guardian's expense. In addition to being sent home, the individual will be subject to the consequences for the action/infraction upon his/her return to school as defined by the

aforementioned student conduct policies, student handbook rules and regulations, and MA Interscholastic Athletic Association (MIAA) rules and regulations.

3. Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules as specified in Section D-11 regarding student conduct will be given to chaperones. Chaperones shall agree to implement and enforce them; failure to do so will result in not being able to chaperone future school sponsored trips.

I/We have read the above Contract signed by my/or minor child. I/We further agree that if my/our son/daughter does not conform to the above regulations and all other regulations set forth and enforced by the head chaperone, I/we will receive, at my /our own expense, a telephone call informing me/us of my/our son/daughter's behavior.

_____

Parent A/Guardian A Signature *Date*

_____

Parent B/Guardian B Signature *Date*

IV. ***Field Trip Cancellation Release and Agreement***

1. The Hamilton-Wenham Regional School District will sponsor domestic/international field trips. All school-sponsored domestic/international trips must be approved by the principal, superintendent, and school committee in accordance with specifics set forth in the District policy H8015 - School-Sponsored Field Trips.

2. The Hamilton-Wenham Regional School District Committee reserves the right to cancel domestic and/or international trips up to departure and recall trips in progress, if they believe there is a potential danger to students or for any other reason deemed appropriate by the School Committee. In making this decision, the School Committee will take into consideration information from (a) U.S. Department of State Advisory; (b) Homeland Security Advisory (alert status); and (c) Declaration of War or armed conflict. Additionally, the critical judgment of the School Committee with input from the Superintendent, Principal, and Faculty Sponsor will be taken into consideration.

3. In the event that the Hamilton-Wenham Regional School District Committee cancels the trip, I/we understand that I/we may lose any and/or all of the funds that I/we have expended for the voluntary trip.

4. In the event that the Hamilton-Wenham Regional School District Committee cancels the trip, I/we understand that the Hamilton-Wenham Regional School District and the Towns of Hamilton and Wenham, shall be forever held harmless for remuneration of any and/or all costs associated with this voluntary trip.

5. The Hamilton-Wenham Regional School District will not be liable to anyone for personal injuries, property damage, or financial loss my/our child or I/we may suffer in the Hamilton-Wenham Regional School District sponsored, voluntary field trip programs.

I/we affirm that I/we have read the above Release and Agreement and understand that the Hamilton-Wenham Regional School District Committee reserves the right to cancel or recall a school-sponsored domestic/international trip. I/we acknowledge and affirm that I/we may lose any

and/or all of the funds expended for the trip. I agree to release the Hamilton-Wenham Regional School District, the Towns of Hamilton and Wenham, its agents and employees from and not to hold such parties responsible for and instead to hold such parties harmless with respect to any loss of funds resulting from the recall or cancellation of any school-sponsored domestic/international trip. By signing this Release and Agreement, I/we grant permission for school personnel to administer medication to my/our child as prescribed by his/her physician. I/we also affirm that I/we have decided to allow my/our minor child to participate in the voluntary school-sponsored field trip with full knowledge and acceptance of the provisions of this consent and release form.

Signature of Parent A/Guardian A	*Printed Name*	*Date*
Signature of Parent B/Guardian B	*Printed Name*	*Date*

If the student is 18 years of age or over, have him/her read the foregoing and sign below.)

I, _____ (print name), a student at Hamilton-Wenham Regional High School, have read the foregoing and agree to its contents.

Name	*Signature*

Note: It is strongly recommended that parents/guardians purchase trip cancellation insurance.

Don't you love playing with your favorite toys or using your favorite pens in class?

You can share your favorite things with other children!

Donate these things to Community to Community Outreach to make another student in *Peru* as happy as you!







1st Grade: Glue sticks, colored pencils, small watercolor paint sets!

2nd Grade: Highlighters, post-its, stickers!

3rd Grade: Pens, pencils, child-safe scissors!

4th Grade: Compact travel games, Uno, small calculators!

5th Grade: Hard candies, socks, underwear!

And any other **small**, *fun* things that *you love!*

III #1

Hamilton Wenham Regional High School

775 Bay Road
S. Hamilton, MA 01982 December 13, 2019

Dear Parents:

Your son or daughter has expressed an interest in traveling to Peru with teachers from the Spanish department in April of 2021. This trip is pending school committee approval. Each site has been chosen for its educational value as well as to meet the interests of the students. In the past, our trips have sold out and many participants go on to write about their experiences in college applications. The proposed dates for the trip are April 14th - 24th, 2021 The projected cost will be $4379; if enrolled on or before 2/01/2020. After this date the price will then be $4834. The trip is payable with a $300 deposit then 11 payments of $ 340

The program fee includes:

- **Round trip airfare**
- **overnight accommodations**
- **guaranteed 2 meals a day, breakfast and either lunch or dinner**
- **sightseeing excursions**
- **transfers and inter-city transportation**
- **full-time guide services**
- **Traveler Assistance, Medical Insurance and Travel Insurance**

Not included:
Transportation from Hamilton -Wenham to the airport ($30 to provide coach bus for group)
Gratuities for guides (approx. $55 - to be collected in advance of leaving)
Spending money for souvenirs, gifts and lunches (suggested $200)

We are planning an educational trip for a group of students who will be serious about wanting to experience the history and culture of Peru. The tour will be an "on site" enhancement of the Spanish curriculum taught at the high school and has been customized specifically for Hamilton-Wenham. This trip also has a community service component in the Sacred Valley.

The purpose of this letter is to differentiate between the students who are merely interested in going and those who are most likely going to be able to go. At this time, your response is non-binding and only intended to provide us with a working number as we move forward with our plans. Learn more at the parent meeting Thursday evening March 22nd. 6:30-7:30 HS Cafe

Muchas gracias,
Ms. Sano

My son / daughter _____ is planning to travel to Peru in April of 2021.

____ is very interested but can not make a definite commitment until _____.

____ can not be a part of this trip.

Signed _____

Monthly Meetings for Sí Perú 2020-2021 after school from 2:30 to 3:15

December	3rd	room 203	General Info/ Lima Lima
January	7th	room 203	Cuzco
February	4th	room 203	Machu Picchu
March	4th	room 203	Packing / Donations
March	25th	library	Parents and student traveler
April	8th	room 203	Final Preparations

Departure April 14th!!

Students – if this schedule conflicts with your athletic schedule, you will need to discuss with your coaches your absence from practice. These meetings are mandatory and are scheduled to prepare you for a school sponsored field trip!

Sí Perú Parental Meeting **March 25, 2021**

Draft

COUNTDOWN 20 DAYS

1. Follow us on Instagram - HWMRtravels21
2. Passport - take a photo of first page – money belt, passport holder etc
3. Mobile Pass App - allows quick entry upon return
4. Transportation to / from Airport departure time TBD departure from HS
5. Communication - Cell phones and calls - NO NEWS IS GOOD NEWS!
6. Photography - maximize your experience - live it!
    a. Designated photographer each day?
    b. Share photos?
7. Global Perspectives course – free college credit!
8. Safe Travel information
9. Outreach - Do some spring cleaning? School visit and wish list. School visit video

   Your things in a carry on – how to pack it all in a carry on no heavier than 17 lbs

   A suitcase partially packed at home and one packed collectively (see hallway)
10. Backpacks and school supplies - 4 per student and teacher
11. Additional monies
    a. Gratuities will be paid to Ada and our bus drivers
    b. Spending – I suggest $200 cash clean bills, no rips, tears or writing, must be small bills $50 or smaller Nuevo Sol 3 = $1
12. Packing and carry on requirement – Massport Security Website

- Air Canada– 2 checked, 1 carry on, 1 personal item
  Maximum weight – 50 lbs, 17 lbs
- Lan Baggage – 1 checked, 1 carry on, 1 personal item
  Maximum weight – 50 lbs, 17 lbs
- Carry on quart bag – prescriptions (in original package) travel size or less than 3 ozs.

I would like every student and teacher to check 2 bags and bring a carry on. We can potentially check 60 suitcases and bring 30 carry on bags (meeting the requirement) on board. I have a contact in Lima that will take 30 or more of the suitcases filled with donations. He will return any bags I want on Saturday delivered to us at the airport.

Packing list for Peru

We will be in 3 different climates while in Peru
The best advice is to layer. We have a very busy schedule and will not be back and forth from the hotel. It will be cool in the morning and in the shade. You will not know from day to day what the weather will be, because like New England it will change quickly. Elevation can be cool but warm in the sun. It may rain it may not. To be prepared you must pack layers!!!

- Pack your clothes in plastic zip lock bags or packing cubes this will make unpacking and repacking easy. You take the clean out and put the dirty in.

- Pack to leave behind. This is not a glamour tour. It is function over fashion.

- Don't pack or wear valuable jewelry. I don't wear my wedding rings but rather a simple gold band. Don't wear diamond studs or even fake stones keep it simple. You will be able to buy beautiful earrings in Peru.

- Don't pack clothes that will draw more attention to you. You will already stick out as an American.
- Your clothes should cover you! No butts, boobs or bellies!

- Pack clothes that mix and match. I like to pack a variety of tee shirts white, gray and black that I can wear with different color pants.

- Plan to wear your heaviest shoes on the plane.
- Plan a comfortable outfit for the plane. When you arrive pack it/store it in a plastic bag and plan to wear it home.

Essentials

1 long sleeve shirt
Several tee shirts 4-5 you will want to change your shirt daily but expect to wear your pants 2 or even 3 days.
2 pairs of pants – zip offs, or pants that roll up are best.
2 pairs of comfortable shoes – we will be walking/ hiking a lot!
Socks – like tee shirts you will want clean socks.
Undergarments – You can plan to rinse out your undergarments at night. But bring enough 4 pairs.
Nighttime attire – PJ's
Fleece jacket
Lightweight raincoat
Small backpack or day bag
Small water bottle
Small flashlight
Hat, visor and Sunglasses
Work gloves - we can leave these behind

Toiletries -SMALL bottles
Prescription meds in original package
Toothbrush and toothpaste
Bug repellent
Sun block
Watch

BudgetTravel.com

Are You the Ugly American?

Certain actions--whether stemming from ignorance or arrogance--will brand you a jerk. Experts pinpoint the 10 most common faux pas among travelers.

Erin Richards
October 2006 issue
Tuesday, September 19, 2006;

Find the local rhythm

Americans have a hard time adjusting to a pace of life that isn't as fast as their own, says Jacqueline Whitmore, author of *Business Class: Etiquette Essentials for Success at Work.* As a result, they're sometimes labeled as rude and pushy. "In Germany, dinner can take three hours or more," says Whitmore. "It's an experience. You can offend the waitstaff by trying to speed up the process."

Make a good first impression

"In some cultures you hug, in others you shake hands, and in others you kiss," says Cindy Post Senning, a director at the Emily Post Institute. "It's easy to disrespect locals if you aren't familiar with how to greet them, both formally and casually."

Avoid careless judgments

Travelers love to talk about how places are different from home. Unfortunately, says Senning, innocent observations can come across as superior and judgmental, as in: "Your cars are so small here!" or "I can't believe this restaurant doesn't have ice cubes."

Mind your table manners

Educating yourself about local customs is the only way to know that Chileans expect wine to be poured with the right hand, and that the Japanese frown upon sloshing soy sauce on rice. As for those times when you're served food you can't bear to look at, let alone eat, but you don't want to disrespect your host? Smile and eat as much as you can, says Colleen Rickenbacher, author of *Be on Your Best Business Behavior.*

Speak the language

You don't have to be fluent, or even close; you just have to make an effort. "It sends an offensive message when you don't even acknowledge 'good day' in the language," says David Solomons of CultureSmart!Consulting, which publishes country-by-country etiquette guides. "It's total and utter anathema to the French when an American starts a conversation without beginning it with *bonjour.*"

Don't overtip

Monica Francois Marcel, of consulting firm Language & Culture Worldwide, says nobody tips as much as Americans (and that isn't always commendable). "It gets at the economics of a country,"

she says. "A taxi driver could easily interpret your tip as flaunting your wealth." Marcel recommends asking a concierge to explain local expectations, and then tipping the concierge the proper amount. Of course, undertipping is never a great idea, either.

Watch your gestures

The wrong move with your head, hand, or foot can be a surefire way to get on a local's nerves, or even pick a fight. "We also fail to do our homework about space relationships," says Roger E. Axtell, author of eight international etiquette guides, including *Do's and Taboos Around the World*. "Latin America and the Middle East have smaller personal 'bubbles,' so you must refrain from stepping away when they move close."

Dress respectfully

Classy everyday attire might have faded in the U.S., but it's always a good idea for tourists to look smart, says Whitmore. Conservative "global colors"--grays, blues, blacks--are generally safe bets. If you're going to a warm climate, avoid the temptation to pack only shorts and sandals. Include slacks and dress shoes, especially if you plan on dining at nice restaurants or visiting houses of worship.

Use clear English

Many people speak English as a *second* language, and it's hard for them to understand when tourists use slang and neglect to speak slowly. "We clutter our speech with jargon and sports and military terminology," says Axtell. "Try to stay away from idioms and slang, and watch for reactions to make sure communication is going well. Americans also forget to avoid phrases like, 'Hi, how are you?' in which we aren't really looking for an honest response."

Be a thoughtful guest

As in the U.S., if you're staying at someone's house or going over for dinner, bring flowers. Souvenirs from home--T-shirts, refrigerator magnets--are appreciated, too. Small gifts can smooth out everyday interactions. Marcel recalls the warm response when she handed out $1.50 bottles of Jim Beam to Russian officials checking passports on the trains. "It made the process a lot faster, and they looked out for me," she says. Gifts don't have to be expensive; as always, it's the thought that counts.

Enriching students' lives and igniting personal growth through experiential travel





WorldStrides®

Contents

Who is WorldStrides ---------- 2

Our History ---------- 3

Mission & Vision ---------- 4

Our Divisions ---------- 5

Partnerships & Accreditation ---------- 6

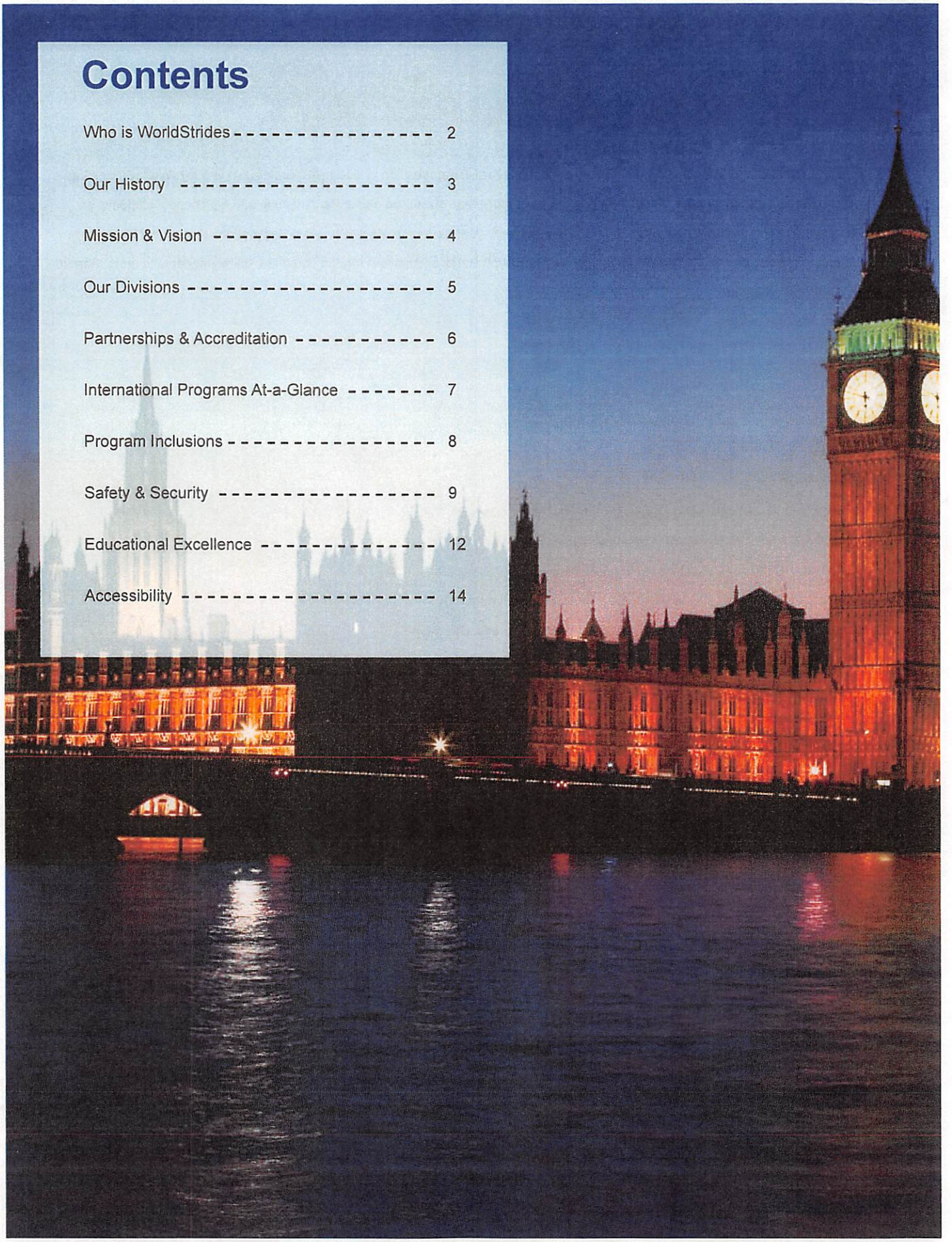
International Programs At-a-Glance ---------- 7

Program Inclusions ---------- 8

Safety & Security ---------- 9

Educational Excellence ---------- 12

Accessibility ---------- 14



Who is WorldStrides?

WorldStrides is the largest and most trusted educational travel organization in the United States. Since 1967, WorldStrides has provided a variety of educational travel programs to more than six million elementary, middle, and high school students, as well as university and graduate students. 300,000 students each year travel with WorldStrides to destinations throughout the United States and the world. We have worked with educators from all 50 states and several foreign countries, taking students to more than 90 countries on six continents.

Our Locations

WorldStrides has offices in Charlottesville, VA (main headquarters); Salt Lake City, UT (secondary headquarters); Annapolis, MD; Arlington, VA; Boston, MA; Chicago, IL; El Dorado Hills, CA; Houston, TX; Newport Beach, CA; New York, NY; Pasadena, CA; Reno, NV; Richmond, VA; Seattle, WA; Staunton, VA; Williamsburg, VA; Toronto, Canada; Sherborne, United Kingdom; Shanghai, China; and Victoria, Australia.

Our Leadership

We are backed by the financial strength of Metalmark Capital and Silverhawk CapitalPartners. WorldStrides' management team is led by Jim Hall, Chief Executive Officer; Fred O'Connor, Executive Vice President; Adam Hall, Chief Financial Officer; Terri Morgoglione, Executive Vice President; and Rick Morrow, Executive Vice President.

Our History

INSPIRING STUDENTS SINCE 1967

1964

A middle school social studies teacher from Chicago discovered the incredible educational experience of traveling to Washington, D.C., with his students.

1967

He was so encouraged by the powerful effects that travel had on his students, he left teaching to create Lakeland Tours. His vision to make educational travel easy, fun, and safe for teachers and students came to fruition, as Lakeland Tours grew and became the leader in educational student.

1996

Lakeland Tours became accredited by the Northwest Association of Accredited Schools (now the Northwest Accreditation Commission), making it the first accredited travel study school and paving the way for Lakeland Tours to become the premier educational travel provider in the nation.

1998

From 1998 to 2001, Lakeland Tours joined forces with other leaders in the student travel field– American Student Travel, Bowl Games of America, Educational Field Studies, Heritage Festivals, and Wider Horizons – to form WorldStrides.

2003

Classic Festivals joined WorldStrides as a member of our Performing Division.

2004

WorldStrides renewed its status as an accredited travel study school.

2005

WorldStrides' educational mission was broadened to include "a commitment to environmental stewardship," and our Science Action and Adventure Series was born.

2008

WorldStrides expanded its high school and university offerings by welcoming The Field Studies Center of New York and Accent Travel Group to the WorldStrides family.

2009

WorldStrides welcomed New Century Tours and TravelMBA, further strengthening its position as the leader in educational travel.

2010

WorldStrides renewed its accreditation through the Northwest Accreditation Commission and became accredited by multiple regional accrediting agencies, including the Western Association of Schools and Colleges, Middle States Association Commission on Elementary and Secondary Schools, and AdvancED, the parent organization for the Southern Association of Colleges and Schools Council on Accreditation and School Improvement and the North Central Association Commission on Accreditation and School Improvement.

2011

WorldStrides rebranded its primary divisions, uniting its programs in order to strengthen its singular mission across all divisions. In addition, Casterbridge Tours, a leading provider of art, literature, language, and history programs to Europe, Asia, and Africa, joined the WorldStrides family.

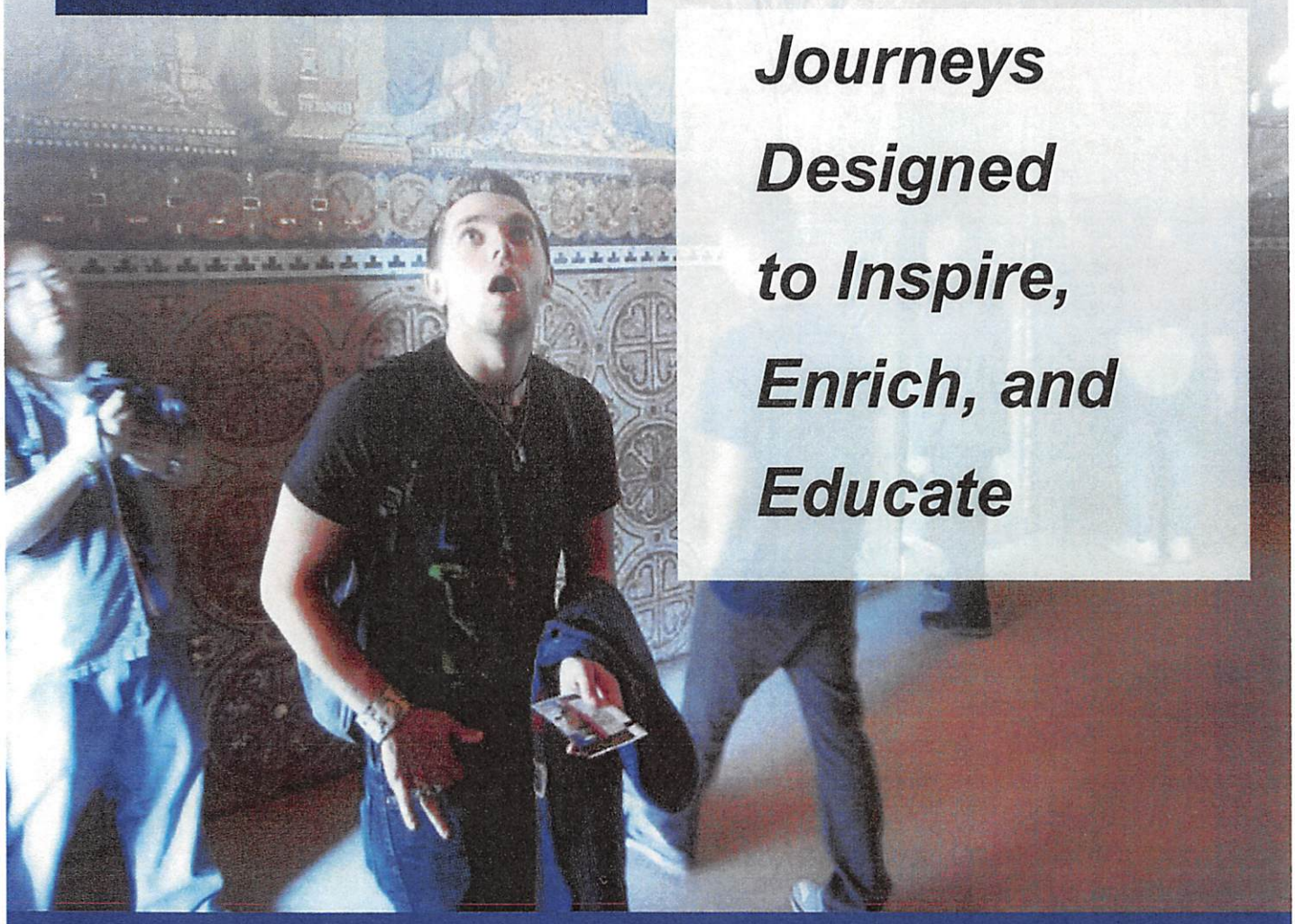
2012

WorldStrides introduced New Worlds Emerge, a suite of short-term immersion experiences to destinations worldwide. With this addition, WorldStrides expanded its high school offerings to individual travelers seeking an educational travel experience. In addition, WorldStrides welcomed NETC, adding to an already extensive repertoire of international travel programs to 70 countries.

2013

WorldStrides introduced International Discovery programs, uniting the programs of Casterbridge Tours and NETC under a single name. Additionally, WorldStrides further diversified its program offerings when WorldPass and Trekset joined the WorldStrides family, expanding its local presence to four continents.

Mission & Vision



Journeys Designed to Inspire, Enrich, and Educate

Our Values

WorldStrides' mission is "enriching students' lives and igniting personal growth through experiential travel." Our dedication to three important values helps us achieve this mission:

- **Safe and Secure** – Our primary focus is always the safety of our program participants.
- **Passionate and Professional** – WorldStrides has a team of more than 600 travel professionals who are passionate about creating unforgettable educational travel experiences for students and teachers.
- **Beyond Classroom Walls** – Our programs provide learning that goes far beyond lessons learned in a classroom by exposing students to new places, cultures, and ideas.

Our Divisions

WorldStrides Discoveries Programs

WorldStrides Discoveries programs offer a breadth of curriculum-based history, science, and career-focused trips to destinations across the United States and abroad for elementary, middle, and high school students:

- East Coast History – Washington, D.C.; New York, NY; and other East Coast destinations
- West Coast Adventures: California! – San Francisco, CA and Los Angeles, CA
- California State History – Sacramento, CA; San Francisco, CA; San Diego, CA
- Science – Florida, Costa Rica, Iceland, Hawaii, and Alaska
- Career Exploration – Field Studies Center programs in New York City with themes such as theatre, fashion, marketing, dance, and finance.
- Christian Discoveries – Programs focused on the spiritual foundation of our nation and the role Christianity has played in its history, in Washington, D.C., and Williamsburg, VA.

WorldStrides OnStage Programs

These programs offer exceptional performance opportunities for orchestras, choirs, bands, and cheer and dance groups. Talented students perform at renowned venues, packed bowl games, and festive parades in exciting cities. Orchestra, band, and choir groups choose from adjudicated festivals in more than 20 cities and more than 100 festival dates. Marching band, cheer, and dance groups perform at any one of our national college bowl game and parade events in front of cheering crowds of fans.

WorldStrides Capstone Programs

WorldStrides Capstone programs are global immersion experiences for graduate and undergraduate students. University students gain a global perspective of business, medicine, law, and other professional studies by visiting and studying in developing and emerging economies in more than 90 countries worldwide. These programs are a key component in globalized curricula essential to leadership in our integrated economy.

WorldStrides Perspectives Programs

WorldStrides Perspectives programs, formally Casterbridge Tours and NETC, offer educational study experiences for middle school, high school, and undergraduate students in more than 90 countries, spanning six continents. Travel groups can focus on one of many academic themes, including art, history, literature, language, music, and science.

Partnerships and Accreditation

Established in 1967, WorldStrides is a recognized market leader in the education industry. WorldStrides was the first student travel provider in the U.S. to be accredited as a school and is now independently accredited by regional agencies across the United States by the U.S. Department of Education. Through a strict examination process, we maintain school and corporate accreditation – proof that we offer the highest standard of quality and exceptional educational content.

Accrediting Bodies

WorldStrides satisfies the same educational standards as public and private schools across the country, and is accredited by multiple accrediting bodies across the country:

- Western Association of Schools and Colleges
- Middle States Association of Colleges and Schools
- AdvancED (the parent organization for the Northwest Accreditation Commission, the North Central Association Commission on Accreditation and School Improvement, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement)

Professional Affiliations

Educational Organizations

- Aventura Cultural Teacher Immersion Programs
- California State University
- Center for Civic Education
- Colonial Williamsburg
- Monticello
- Mount Vernon
- National Wildlife Federation
- Students Against Destructive Decisions (SADD)
- United States Holocaust Memorial Museum
- University of California Los Angeles (UCLA)
- University of Virginia Curry School of Education

Travel Associations

- Airlines Reporting Corporation (ARC)
- American Society of Travel Agents (ASTA)
- European Tour Operators Association (ETOA)
- International Airlines Travel Agent Network (IATAN)
- National Tour Association (NTA)
- Student and Youth Travel Association of North America (SYTA)
- United States Tour Operators Association (USTOA)
- Washington, D.C., Convention and Visitors Association

Memberships and Academic Associations

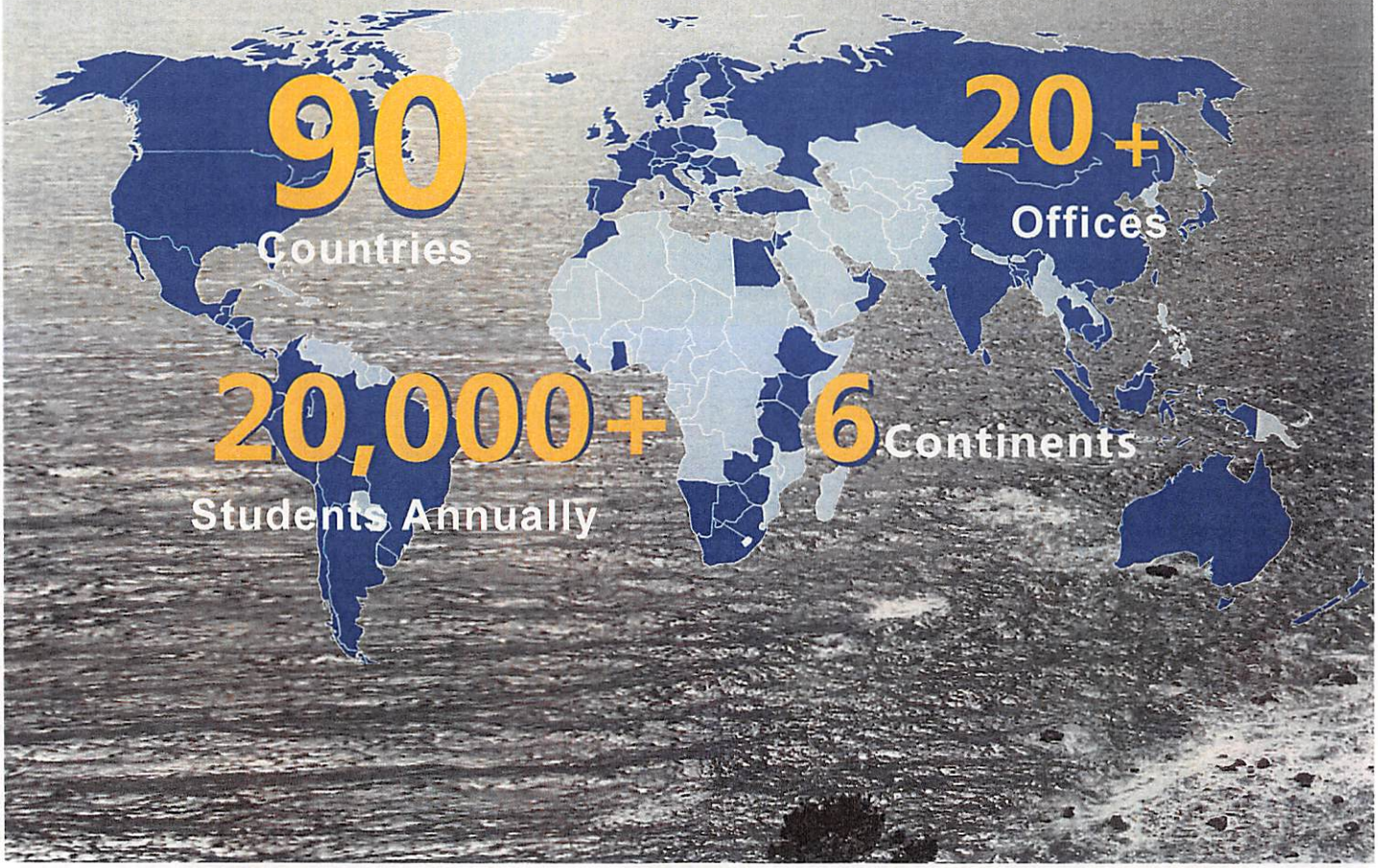
- American Choral Directors Association (ACDA)
- American Council of Teachers of Foreign Language (ACTFL)
- ASCD (formerly the Association for Supervision and Curriculum Development)
- Association for Middle Level Education (AMLE)
- Educational Theatre Association
- Executive MBA Council
- International Association for K-12 Online Learning (iNACOL)
- Learning Forward
- MBA Roundtable
- Music Teachers National Association
- National Association for Music Education (NAfME)
- National Association of Elementary School Principals (NAESP)
- National Association of Secondary School Principals (NASSP)
- National Band Association
- National Council for the Social Studies (NCSS)
- National Science Teachers Association (NSTA)

International Programs

WorldStrides Perspectives Programs are an award-winning company with 21 office locations around the globe and educational travel programs in more than 90 countries and 400 destinations. Founded by educators for educators, we operate over 700 tours around the world, bringing more than 20,000 travelers on overseas programs each year.

WorldStrides Perspectives At-a-Glance

- Nearly 50 years in student travel business
- Offices in 21 locations
- Operations in 90+ countries
- Academically accredited by regional bodies across the United States
- Opportunity for students to earn school credt
- Opportunity for teachers to earn professional development
- Full-time education team
- 24-hour support on tour
- Liability insurance with coverage for teachers
- $1 million USTOA Consumer Protection
- Expertly trained bilingual Tour Directors
- 24-hour emergency service line staffed by trained professionals
- Promotional recruitment materials



Program Inclusions

All-Inclusive Price

WorldStrides offers inclusive travel packages for our international programs:

- Teachers travel free with the first 6 students (ratio can be customized)
- For each additional 6 students who travel, teachers can bring along another adult
- Round trip airfare—major carriers, scheduled flights, guaranteed dates
- All airport taxes and fuel surcharges
- Accommodation in three/four-star hotels with private facilities
- Continental breakfast daily
- Three-course daily dinners featuring local cuisine
- Full-time LEAP-trained Tour Directors, with you 24/7 on tour
- Local specialist guides at major points of interest
- All excursions, cultural activities, pre-booked admissions (per your itinerary)
- Private coach transportation for airport transfers and touring, except in capital cities where public transport is used (and the cost included) for group sightseeing
- Free single room and international cell phone for Program Leader
- Additional free places in shared twin rooms (based on trip size)
- Comprehensive accident, illness, and accident-related dental insurance for all participants
- 24-hour Doctors on Call program to provide in-hotel or phone consultations for participants

Quality Customer Service

WorldStrides provides all customer service:

- A personal Tour Consultant to assist you in planning your program every step of the way
- An Account Support Representative to assist you in the rare case that your Account Manager is unavailable
- A personal Financial Services Representative to handle all accounting and invoicing services for your group and assist in allocating fundraising monies
- Customer Service Department to handle all parent inquiries

Fundraising Assistance

Your group's personal Financial Services Representative will assist you in any fundraising that you or your school decide to do. WorldStrides offers $1 million in FLAG financial assistance annually, as well as the unique Gift of Education program, which has helped thousands of students raise millions of dollars over the years. Additionally, you will receive WorldStrides' fundraising flyer, and can also access our fundraising website at www.worldstridesfundraising.com for ideas, tips on grant writing, a list of outside companies that participate in fundraising efforts, and forms to help you keep track of the money you raise.

We Take Care of the Billing

WorldStrides directly handles all financial responsibility. We set up an individual payment plan for each participant and bill each family directly. If requirements with the group differ, other payment plans can be arranged. The school and the Program Leader do not need to collect money or worry about payment deadlines.

Benefits of Traveling with the Industry Leader

For nearly 50 years, WorldStrides has been enriching students' lives by providing top quality educational travel programs. Our staff of nearly 600 professionals is dedicated to serve you. Our accredited programs and commitment to excellence make us the leader in educational student travel.

Safety & Security

With our peerless travel safety record, the physical and financial safety of your group is guaranteed when you travel with us. Our benefits include:

Liability Insurance and Financial Security

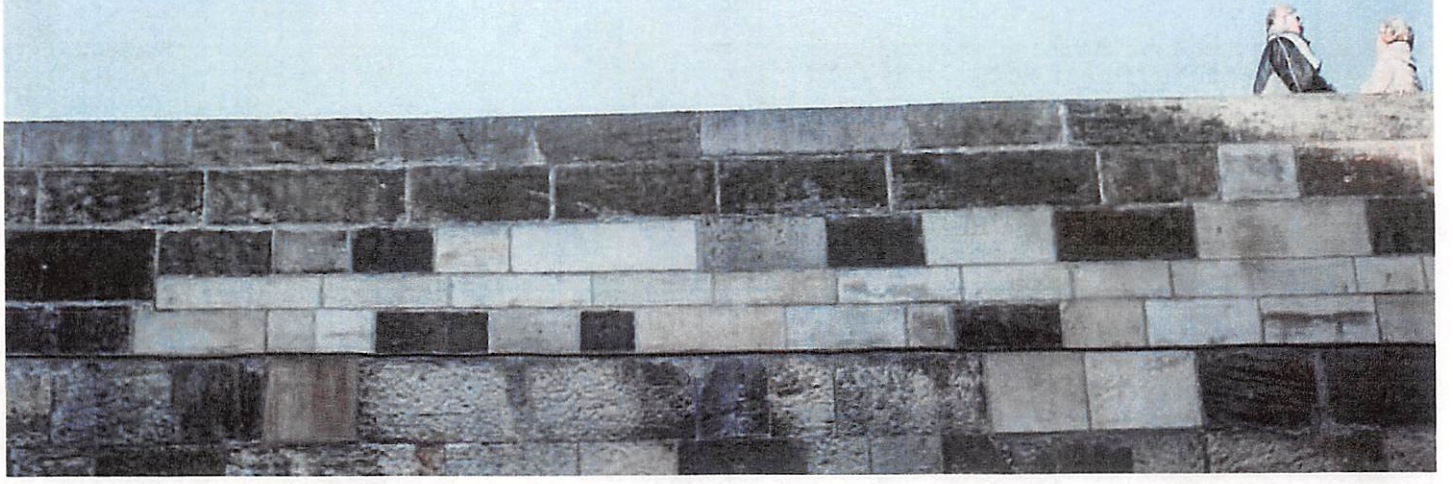
- $50,000,000 Travel Agent's Professional Liability insurance that covers certain individuals acting on behalf of WorldStrides as tour directors, program leaders, chaperones, and volunteer speakers.
- Consumer protection for advance deposits up to $1,000,000 through USTOA membership.

State Department Registration and Legal Compliance

- Traveler registration with the U.S. State Department for each U.S. citizen traveling on the program
- Legal compliance with all U.S. Seller of Travel Laws. Ours are posted at www.worldstrides.com/legal-policy.

Unsurpassed Assurances

- **Embedded Insurance** – All program participants are covered by $7,500 primary medical and dental insurance and $50,000 emergency medical evacuation insurance.
- **George Washington University Doctors on Call** – Through an exclusive agreement with the George Washington University Department of Emergency Medicine, WorldStrides program participants have worldwide, 24/7 phone access to medical support (including phone consultations and translation services).
- **Emergency Contact Services** – Trained WorldStrides representatives are available 24 hours a day to assist while programs are underway.



Student Supervision & Safety

Planning for a Safe Experience before Departure

Behavior Contract
Safety is the number one priority at WorldStrides. All participants are expected to demonstrate high standards of conduct, courteousness, and consideration toward others. Students and their parent/legal guardian must sign a Behavior Contract so everyone understands the proper rules of conduct. Students behaving inappropriately while on the program may be sent home at the parent's expense.

Medical Release Form
A parent/legal guardian for each participant must complete a medical release form and provide emergency contact information and authorization for treatment in the event of an emergency. Teachers carry all Medical Release Forms throughout the trip.

Ensuring Students' Safety While on the Program

Adult Supervision
With a chaperone-to-student ratio that is customized to fit your group's needs, students receive proper attention and supervision. The Program Leader will identify the adult chaperones for the program. WorldStrides suggests selecting adults who are flexible, helpful, and comfortable with the students. Please note that at selected sites, students may be allowed the freedom to explore on their own.

24/7 Tour Directors
A specially trained bilingual Tour Director is with your group from arrival to departure on every WorldStrides International Discovery program. Our Tour Directors devote 100% of their attention to the students, challenging them to assess and apply what they learn through firsthand experience so they take the most away from the program. Students also follow a busy schedule, so their days are full of planned activities with adult supervision.

Emergency Services

Doctors on Call Program
WorldStrides has an exclusive partnership with The George Washington University Department of Emergency Medicine. A George Washington University doctor serves on our staff as the WorldStrides Medical Director, overseeing medical response planning for the organization and providing direct case management in the event of a medical response issue anywhere in the world. Our partnership gives us access to doctors who are available 24 hours a day to provide in-hotel emergency care to all our traveling students, parents, and teachers in the Washington, D.C. area and phone consultations for travelers in other locations. This program offers teachers and students the unparalleled benefit of receiving care in the comfort of their own hotel rooms while minimizing the disruption to the entire traveling group.



Student Supervision & Safety

WorldStrides Selects Its Suppliers with Safety in Mind

Hotels
WorldStrides pre-screens its properties and selects only those which are safe, comfortable, and high quality.

Travel Arrangements
WorldStrides contracts with major airlines such as American Airlines, Delta Airlines, Southwest Airlines, United Airlines, or comparable. Typically, WorldStrides meets the group upon arrival at their destination.

Suppliers
WorldStrides only works with companies who share WorldStrides' high safety and quality standards. WorldStrides thoroughly screens and regularly evaluates Motorcoach Drivers, hotels, and restaurants by periodically visiting these venues and relying on program evaluation surveys completed by teachers after returning from their program. All participating enterprises maintain their own insurance coverage.



Educational Excellence

Beyond Classroom Walls

Accreditation

WorldStrides was the first accredited student travel organization in the nation. Accreditation recognizes educational institutions for performance, integrity, and quality and entitles them to the confidence of the educational community and the public. WorldStrides is accredited through multiple regional accrediting bodies across the nation, including AdvancED (parent organization for the Northwest Accreditation Commission, North Central Association Commission on Accreditation, and School Improvement and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement), Western Association of Schools and Colleges, and Middle States Association of Colleges and Schools. This accreditation means that we have met or exceeded safety and educational standards established for schools all over the world. Accreditation means more educationally sound programs and better value for parents and students. All certificates of accreditation are available upon request.

Academic Credit

All high school students who participate on WorldStrides Perspectives programs are eligible to receive one free college credit after completing the required online coursework through our online platform. Middle school and high school students who travel on a WorldStrides program and complete pre- and post-trip online coursework requirements are eligible to receive high school credit. This academic record helps students fulfill graduation requirements, open up their course schedules to be able to take upper-level courses, and distinctively showcase themselves to colleges and universities.

Professional Development

WorldStrides programs comply with states' requirements for professional development. WorldStrides will help educators identify opportunities to earn professional development in their state, assist in the development of a portfolio, as needed, and issue a transcript free of charge.

Education Team

WorldStrides employs a full-time education team, which is responsible for maintaining our accreditation, developing curriculum materials, training our Course Leaders, assessing student learning, and providing educators with opportunities to grow through our professional development program.



Experiential Learning

Educational Innovation

LEAP: Learning through Exploration and Active Participation ®

WorldStrides International Discovery programs are unique in offering the LEAP Enrichment Program. LEAP brings contemporary teaching strategies, used by excellent teachers in the classroom, to the environments encountered while traveling.

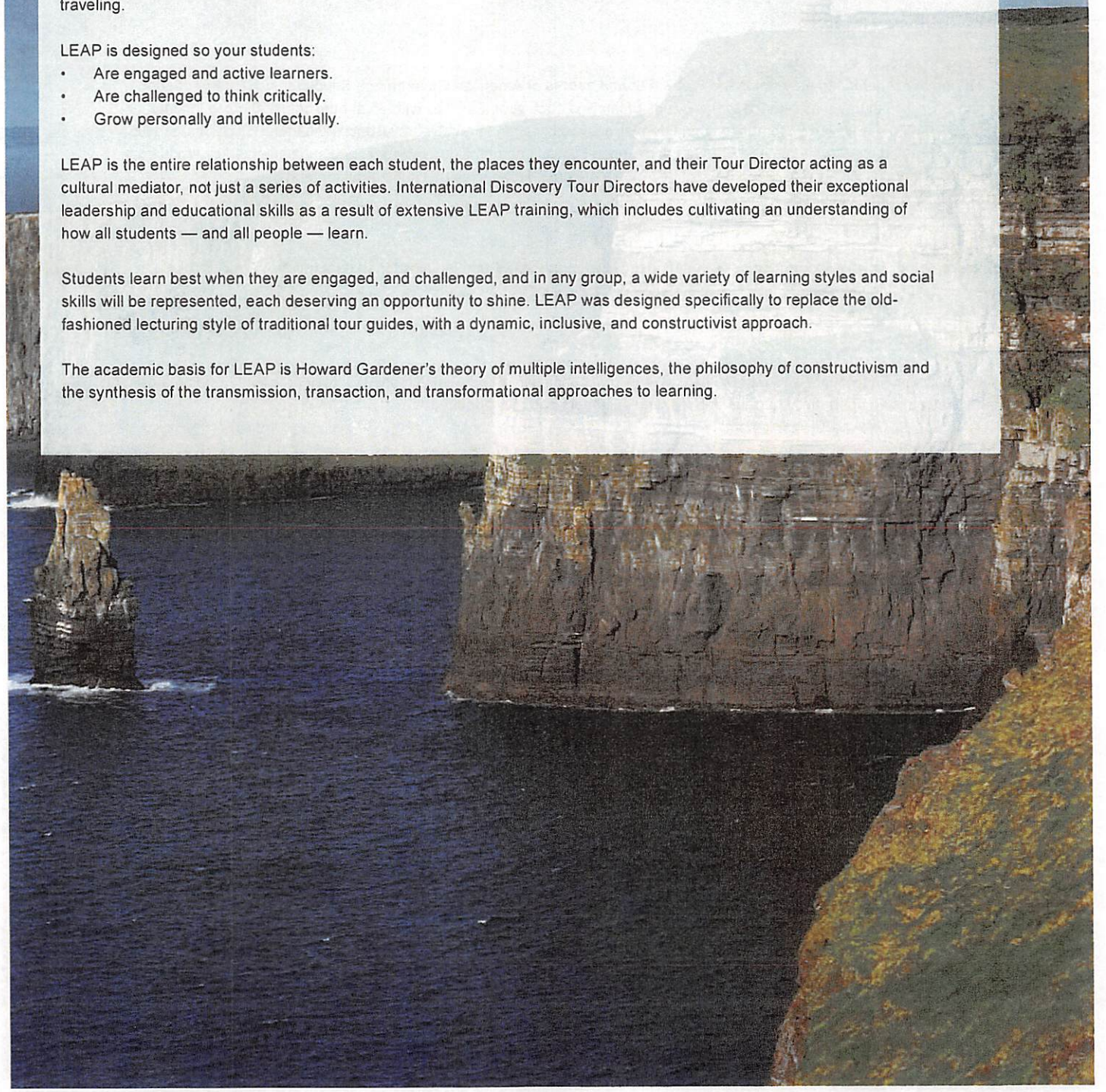
LEAP is designed so your students:

- Are engaged and active learners.
- Are challenged to think critically.
- Grow personally and intellectually.

LEAP is the entire relationship between each student, the places they encounter, and their Tour Director acting as a cultural mediator, not just a series of activities. International Discovery Tour Directors have developed their exceptional leadership and educational skills as a result of extensive LEAP training, which includes cultivating an understanding of how all students — and all people — learn.

Students learn best when they are engaged, and challenged, and in any group, a wide variety of learning styles and social skills will be represented, each deserving an opportunity to shine. LEAP was designed specifically to replace the old-fashioned lecturing style of traditional tour guides, with a dynamic, inclusive, and constructivist approach.

The academic basis for LEAP is Howard Gardener's theory of multiple intelligences, the philosophy of constructivism and the synthesis of the transmission, transaction, and transformational approaches to learning.



Accessibility

WorldStrides is dedicated to making fundraising easy and fun for your students. We offer travelers a number of fundraising ideas and financial assistance that are designed to empower them to raise funds independently and generate contributions for their trip with WorldStrides Perspectives programs.



Scholarship Opportunities

FLAG Scholarship
Our most popular scholarship program is the FLAG (Future Leaders of American Government) Scholarship program, offering more than $1 million in travel assistance to thousands of families each year. Families with an annual adjusted gross income (AGI) up to $85,000 are invited to complete a confidential, easy application to receive travel assistance funds. The scholarship program is supported by a grant from the FLAG Foundation, a 501(c) 3 non-profit organization, and supplemented by funds from Perspectives Programs. Scholarships will be awarded on a first-come, first-served basis. Find out more at worldstridesfundraising.com.

SYTA Scholarship
The Student Youth Travel Association (SYTA) offers need- and merit-based scholarships for student travel. Visit www. sytayouthfoundation.org for more information on how to apply.

Fundraising

Many students work individually and with the help of their communities in order to raise money for their program. Sending a child on a trip of a lifetime is an opportunity families, friends, and neighbors can rally behind.

Gift of Education
The most successful individual fundraising effort International Discovery students use are Gift of Education letters.The Gift of Education is a successful, easy fundraising strategy that relies on small gift donations from your friends, family members, and local organizations to help you fund your trip.

Grant Opportunities

Verizon Foundation
The Verizon Foundation is the philanthropic arm of Verizon Communications. The Verizon Foundation's goal is to invest in results and fuel positive social change in a number of areas, including education. Organizations can learn more and submit an electronic grant proposal on the Verizon Foundation's website at foundation.verizon.com.

Grant Wrangler
Grant Wrangler is a free online listing service of grants and awards for K-12 teachers. New fundraising opportunities are posted frequently, and educators can sign up for a bi-weekly newsletter announcing the latest grants and awards. Find out more about Grant Wrangler at www.grantwrangler.com.

WorldStrides®

Traveling with WorldStrides: layers of assurance

A WorldStrides trip is more than just a once-in-a-lifetime cultural and learning experience; each and every traveler is backed by the strength of North America's largest and most trusted educational travel organization. Below is just a sampling of the support services WorldStrides provides to individuals and groups.

Insurance: Liability and financial security

- **Liability insurance** – WorldStrides' insurance is the largest in the industry at $50 million USD. This coverage extends to certain individuals acting on behalf of WorldStrides as tour directors, program leaders, and chaperones. Your school can be named as additionally insured.
- **Extensive consumer protection** – $1,000,000 USD in coverage for advance deposits through our USTOA membership.
- **Based in North America** – WorldStrides is owned by the Carlyle Group, a leading global asset management firm.
- **Affordable, optional medical and cancellation insurance** – Access to coverage available for all trip participants. Our policy in Canada provides for full cancellation if there is a terrorist incident in the city that is on your itinerary within 90 days of time of travel.

Risk management

- **Emergency contact services** – WorldStrides' on tour support office is open 24 hours a day and staffed with trained professionals ready to assist with any problems or questions during travel.
- **Crisis management team** – Led by a dedicated Vice President of Risk Management, our team actively monitors world events, International SOS, US State Department, and Canada Department of Foreign Affairs notices 24/7.
- **Emergency monitoring and evacuation services** – WorldStrides partners with iJet, a fully integrated risk management company providing world-class threat intelligence, innovative technology and response services.
- **Doctors on call program** – A George Washington University Hospital doctor serves on staff as the WorldStrides Medical Director, overseeing medical response planning for the organization. Through an exclusive agreement with the GWU Department of Emergency Medicine, participants have worldwide, 24/7 phone access to medical support (including phone consultations and translation services).
- **Embedded insurance** – All program participants are automatically covered by $7,500 primary medical and dental insurance and $50,000 emergency medical evacuation insurance.

Accreditation and educational strength

- WorldStrides is accredited as an educational institution through *AdvancED,* and is the first travel provider in North America to attain this accreditation, which validates the quality, stability, and educational value of our programs.
- WorldStrides provides educational travel programs for more than 5,000 middle and high schools, 400 universities and 400,000 students annually.

Safe and secure: A core WorldStrides value

- **TravelSmart, Travel Safe™** – Worldstrides has its own copyrighted instructional tool with safety guidelines, recommendations and information for all travelers.
- **Tour Director training** – Best practices outlined in this document are reinforced by our Tour Directors who are trained to provide a student safety overview at the beginning of each trip including general security procedures.
- **Emergency procedures** – WorldStrides has an extensive on-the-ground support network in all travel destinations to assist in the event safety issues arise. Our Tour Directors have experience working in the countries our students visit and are available to the group 24/7. We are in regular contact with our Tour Directors and others on the ground to provide up-to-date information to travelers and those at home.

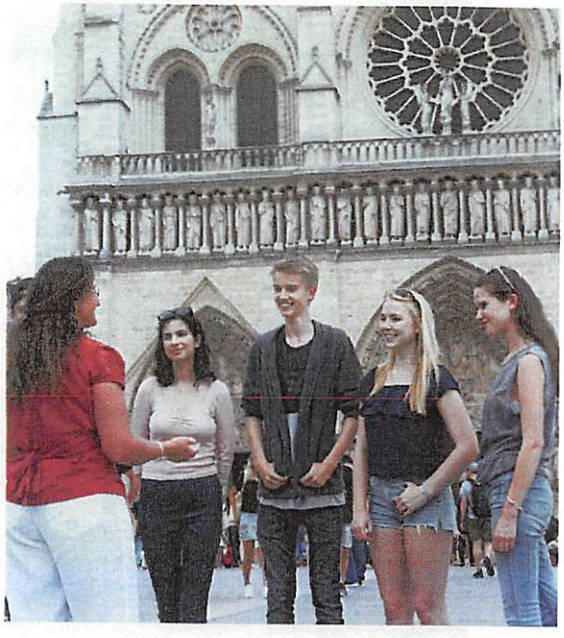
WorldStrides®

Course description: Global Perspectives

Assignments in this course move students through a trajectory that makes connections between the self, local experiences, travel destination experiences, and global considerations. Students gain an understanding of the world's richness and complexity while appreciating the diverse contributions of each society in its fabric. Students consider their own backgrounds and how their personal perspectives influence their interpretation of the world, and they grow awareness and respect for the interdependence of the global community. Global Perspectives units include A World to Behold, Discovering Your National Identity, Global Citizenship, Media on a Global Scale, Stewards of the Earth, and a summative assessment.

Course levels: Global Perspectives

Interested in earning credit that reflects your growth in Global Perspectives? Looking for the differences between the course levels available through World-Strides? Want to understand how a topic can be explored differently based on a student's background knowledge and academic skillset?



At the core, course levels are differentiated by the framework mapped out by Benjamin Bloom. In this Taxonomy of Educational Objectives, types of assignments are distinguished by knowledge, comprehension, application, analysis, synthesis, and evaluation. What this means is that the high school course lends itself to more of the entry-level exploration of ideas with an introduction to concepts and that the college-level courses lend themselves to more of the higher order processing that expects greater independence analyzing, synthesizing, and evaluating information. Topics and themes are consistent across the courses; some assignments are similar yet have parameters that reflect the appropriate expectations.

Our experience working with successful students in our courses informs our recommendation for choosing the course level that's best for you.

Please choose the course level that feels right for you—these guidelines are quite flexible!

Students in 6th-9th grade
are likely going to enjoy and be successful in the high school course.

Students in 9th-11th grade
are likely going to need to weigh their comfort working in a self-paced environment and choose between high school credit or the one-credit college course.

Students in 10th-12th grade
are likely going to need to weigh the amount of time they can dedicate to their online studies and their experience with advanced coursework as they choose between the one-credit and the three-credit college courses.

The Curriculum and Academics Team is available to provide course selection advising and can be reached at discovery@worldstrides.org or through the learning management system's message feature.

We are looking forward to your work!


WORLDSTRIDES
INTERNATIONAL
DISCOVERY
PROGRAMS
FLAG Scholarships:
Bringing International Travel within Reach
WorldStrides International Discovery believes that every child, regardless of background, should have access to the benefits of educational travel. To support this vision, more than $1 million in FLAG Scholarship funding is available for qualifying families with an annual adjusted gross income (AGI) of up to $85,000. Last year, thousands of families benefited from the FLAG scholarship program.
Families are invited to complete a confidential, simple application to receive travel assistance funds. Scholarships are available in amounts up to $600. You must apply for the FLAG scholarship within 45 days of enrolling for a WorldStrides International Discovery program.
Steps for more information and to apply:
1. Call our Customer Service team at 1-800-468-5899.
2. Inform the representative that you are traveling on a WorldStrides International Discovery program.
3. If you are already enrolled, provide your Traveler ID Number.
4. If you are not yet enrolled, request an estimate of scholarship funds based on your International Discovery program.
www.educationaltravel.com
© WorldStrides PO# 333883 05/13

WORLDSTRIDES®
INTERNATIONAL
DISCOVERY
PROGRAMS

To Whom It May Concern:

For more than 30 years, WorldStrides has been devoted to offering unique life-changing educational experiences to young people through our International Discovery programs. We take pride in being the leader in meaningful educational travel overseas and in the high quality of all aspects of our programs. Every year, thousands of young Americans return home with a new perspective on their world, their country, and their own lives thanks to our programs.

Reputation / Education / Safety

WorldStrides utilizes quality services that meet the standards a reasonable parent and teacher would expect, in order to:

a.) Protect the reputation of the teacher, the school and the school district.
b.) Ensure the desired educational outcomes of the programs are achieved.
c.) Ensure the comfort and safety of our students and their teachers.

Hotels / Restaurants / Other Trip Services

WorldStrides uses three and four star hotels in safe, central locations that, in addition to providing safe and comfortable accommodations, enable students to explore the surrounding neighborhoods in small groups and practice their languages. Central locations mean that students to not have to spend their time on long commutes in and out of the cities every morning and evening.

WorldStrides carefully selects restaurants and menus to ensure that students are well nourished and enjoy a variety of food that is both representative of the region they are in, and appeals to students' taste.

Similar care and attention to detail is applied to all of the services WorldStrides provides.

WorldStrides' suppliers (hotels, bus companies, restaurants, etc.) are required to meet local, national, and, where applicable, European Union (or equivalent) standards, and to carry liability insurance. WorldStrides inspects hotels and restaurants and re-evaluates them annually.

Tour Oversight / Support Overseas / Emergency Preparedness

WorldStrides monitors the US Department of State advisories for travelers and follows their recommendations.

Each tour is accompanied by an WorldStrides Tour Director who stays in the same hotel as the group each night and is with them throughout the program. Tour Directors undergo background/criminal checks as applicable in their countries of residence and are rigorously trained. They are supported on tour 24/7 by our overseas and US staff.

WorldStrides can be reached 24 hours a day, both in the United States and overseas, in the event of an emergency.
Every WorldStrides participant is covered by an international network that provides emergency services including medical referral, medical translation, medical monitoring, repatriation, and much more.

An international cell phone is made available to each WorldStrides International Discovery Program Leader at no cost, and phones may be rented by students through the WorldStrides website.

WorldStrides has an established crisis management plan and retains a professional crisis management organization to assist us in such an event.

In addition, we offer comprehensive options to protect students against cancellation fees. The Total Surety Plan enables students to cancel their trip at any time and we strongly recommend it. Details of insurance and the protection plans are included in the Student Enrollment Guide.

Liability

Most of the programs are school-sponsored and WorldStrides International Discovery makes extensive provisions to protect teachers, schools and municipalities from liability. The "Release" (included in the Enrollment Guide and at www.EducationalTravel.com/Enrollment), which is signed by all participants and their parents if they are minors, contains a general release of liability and specifically addresses the issue of the use of school property for holding meetings for trip preparation, and the circumstances under which a trip will be deemed to be sponsored by the school.

WorldStrides carries $30 million in professional liability coverage, in addition to general liability insurance. Teachers leading groups with WorldStrides International Discovery are automatically covered by this policy.

Financial Security/Bonding and Accreditation

WorldStrides is an active member of the United States Tour Operators Association (USTOA) and has posted a $1 Million bond in accordance with the terms and conditions of the USTOA Travelers Assistance Program. Additional information is available at www.USTOA.com

WorldStrides is approved for listing and carries the maximum bond with the Airlines Reporting Corporation and the International Airlines Travel Agent Network.

WorldStrides is also a member of the European Tour Operator's Association.

WorldStrides programs are extraordinary learning experiences that help students mature and open their eyes to foreign cultures, so very different from our own and at the same time, so much the same. We hope that your students will be able to benefit from this wonderful opportunity.

Thank you for your interest in our organization. Please do not hesitate to contact me if you would like additional information.

Sincerely,

Justin Sockett
Executive Vice President

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2843 **Voucher Date:** 11/21/2019 Prepared By: M. Capozzi

Printed: 11/26/2019 10:28:52 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of $5,046.50 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant — District Treasurer

Kevin Mahoney — Assistant District Treasurer

Designee — School Committee Member

Vincent Leone — Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
202	REVOLVING FUNDS	$5,046.50
		$5,046.50

Created By: capozzid **Posted By:** capozzid **Date:** 11/26/2019 10:27:34 **Page:** 1

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2844 **Voucher Date:** 11/27/2019 Prepared By: D. Capozzi

Printed: 11/27/2019 11:26:57 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of $320.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant — District Treasurer

Kevin Mahoney — Assistant District Treasurer

Designee — School Committee Member

Vincent Leone — Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
202	REVOLVING FUNDS	$320.00
		$320.00

Created By: capozzid **Posted By:** capozzid **Date:** 11/27/2019 11:26:49 **Page:** 1

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 13 **Voucher Date:** 12/06/2019 Prepared By: Donald Gallant

Printed: 12/04/2019 03:53:59 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of $5,852.09 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant — District Treasurer

Kevin Mahoney — Assistant District Treasurer

Designee — School Committee Member

Vincent Leone — Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
001	GENERAL FUND	$4,046.85
202	REVOLVING FUNDS	$0.00
205	ATHLETIC/EXTRA CURR REVOLVING	$601.86
301	TITLE I	$287.62
302	94-142 IDEA 240	$45.18
304	EARLY CHILDHOOD	$0.00
402	STATE GRANTS FY EVEN YEARS	$870.58
701	CAFETERIA FUNDS	$0.00
		$5,852.09

Dennis Barnett — Public Utilities

Created By: l.fleming **Posted By:** l.fleming **Date:** 12/04/2019 15:25:16 **Page:** 1

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1028 **Voucher Date:** 12/06/2019 Prepared By: Donald Gallant

Printed: 12/04/2019 03:48:15 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of $989,066.62 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant — District Treasurer

Kevin Mahoney — Assistant District Treasurer

Designee — School Committee Member

Vincent Leone — Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
001	GENERAL FUND	$989,066.62
		$989,066.62

Created By: gallantd **Posted By:** l.fleming **Date:** 12/04/2019 15:44:36 **Page:** 1

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1026 **Voucher Date:** 11/26/2019 Prepared By: Donald Gallant

Printed: 11/26/2019 10:57:59 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of $400,859.97 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant — District Treasurer

Kevin Mahoney — Assistant District Treasurer

Designee — School Committee Member

Vincent Leone — Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
001	GENERAL FUND	$400,859.97
		$400,859.97

Created By: gallantd **Posted By:** l.fleming **Date:** 11/26/2019 10:52:40 **Page:** 1

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 12 **Voucher Date:** 11/27/2019 Prepared By: Donald Gallant

Printed: 11/27/2019 09:53:02 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of $493.54 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant — District Treasurer

Kevin Mahoney — Assistant District Treasurer

Designee — School Committee Member

Vincent Leone — Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
001	GENERAL FUND	$493.54
		$493.54

Created By: l.fleming **Posted By:** l.fleming **Date:** 11/27/2019 09:04:16 **Page:** 1

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1027 **Voucher Date:** 11/27/2019 Prepared By: Donald Gallant

Printed: 11/27/2019 09:46:01 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of $52.67 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant — District Treasurer

Kevin Mahoney — Assistant District Treasurer

Designee — School Committee Member

Vincent Leone — Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
001	GENERAL FUND	$52.67
		$52.67

Created By: gallantd **Posted By:** l.fleming **Date:** 11/27/2019 09:42:46 **Page:** 1

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2845 **Voucher Date:** 12/06/2019 Prepared By: Donald Gallant

Printed: 12/04/2019 12:52:00 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of $388,064.38 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant — District Treasurer

Kevin Mahoney — Assistant District Treasurer

Designee — School Committee Member

Vincent Leone — Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
001	GENERAL FUND	$376,155.50
202	REVOLVING FUNDS	$49.00
205	ATHLETIC/EXTRA CURR REVOLVING	$4,359.88
303	TITLE IIA	$4,500.00
502	PRIVATE GRANTS & GIFTS	$3,000.00
		$388,064.38

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2846 **Voucher Date:** 12/06/2019 Prepared By: Donald Gallant

Printed: 12/04/2019 12:57:21 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of $31,127.41 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant — District Treasurer

Kevin Mahoney — Assistant District Treasurer

Designee — School Committee Member

Vincent Leone — Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
001	GENERAL FUND	$27,864.03
202	REVOLVING FUNDS	$1,000.00
205	ATHLETIC/EXTRA CURR REVOLVING	$1,653.00
402	STATE GRANTS FY EVEN YEARS	$554.45
701	CAFETERIA FUNDS	$55.93
		$31,127.41

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2841 **Voucher Date:** 11/20/2019 Prepared By: D. Capozzi

Printed: 11/20/2019 12:50:06 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of $845.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant — District Treasurer

Kevin Mahoney — Assistant District Treasurer

Designee — School Committee Member

Vincent Leone — Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
202	REVOLVING FUNDS	$845.00
		$845.00

Created By: capozzid **Posted By:** capozzid **Date:** 11/20/2019 12:49:05 **Page:** 1

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2842 **Voucher Date:** 11/25/2019 Prepared By: D. Capozza

Printed: 11/25/2019 10:53:46 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of $1,050.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2019 to June 30, 2020 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Donald Gallant — District Treasurer

Kevin Mahoney — Assistant District Treasurer

Designee — School Committee Member

Vincent Leone — Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
202	REVOLVING FUNDS	$1,050.00
		$1,050.00

Created By: capozzid **Posted By:** capozzid **Date:** 11/25/2019 10:51:25 **Page:** 1

The Hamilton Wenham Regional School District
School Committee Meeting: Executive Session
Buker Elementary School Conference Room
Wednesday, January 30, 2019

Present:
Jeanise Bertrand
David Polito, Chairperson
Gene Lee, Vice Chairperson
Michelle Bailey
Stacey Metternick, Secretary
Peter Wolczik, Assistant Secretary

Also Present:
Michael Harvey, Superintendent
Jeffrey Sands, Assistant Superintendent
Mahala Lettvin, Recording Secretary

Review 01/31/19 Longmeadow Property memo provided by Jeff Sands. Harborlight is willing to relinquish the property to District, and Jeff asks if the School Committee wants administration to continue to pursue the options.

I MOVE THAT THE HAMILTON WENHAM COMMITTEE AUTHORIZE THE SUPERINTENDENT AND ASSISTANT SUPERINTENDENT TO MOVE FORWARD WITH TRYING TO NEGOTIATE A PURCHASE AND SALES AGREEMENT FOR THE LONGMEADOW PROPERTIES # 1, 3, 5.

MOTION by Stacey Metternick; SECONDED by Jeanise Bertrand.
Jeanise Bertrand -Yes
David Polito -Yes
Gene Lee -Yes
Michelle Bailey -Yes
Stacey Metternick -Yes
Peter Wolczik -Yes
Unanimously approved via roll call vote.

Statement: The School Committee has authorized district leadership to proceed with negotiation on properties on Longmeadow Way.

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL DISTRICT EXECUTIVE SESSION MEETING ADJOURN.

MOTION by Stacey Metternick; SECONDED by Michelle Bailey.
Jeanise Bertrand -Yes
David Polito -Yes
Gene Lee -Yes
Michelle Bailey -Yes
Stacey Metternick -Yes
Peter Wolczik -Yes
Unanimously approved via roll call vote.

The Hamilton Wenham Regional School District
School Committee Meeting: Executive Session
Buker Elementary School Conference Room
Wednesday, January 30, 2019

Present:
Jeanise Bertrand
David Polito, Chairperson
Gene Lee, Vice Chairperson
Michelle Bailey
Stacey Metternick, Secretary
Peter Wolczik, Assistant Secretary

Also Present:
Michael Harvey, Superintendent
Jeffrey Sands, Assistant Superintendent
Mahala Lettvin, Recording Secretary

10:15 pm - 11:00 pm
As has been reported in local news, Dr. Harvey is the candidate at Masconomet School. David Polito stresses the importance of district leadership continuity. Gene Lee and David Polito report the revisions Dr. Harvey requested to current contract, including vacation days, 403B, etc.

Peter Wolczik claims teachers do not enjoy working under his Dr. Harvey's leadership, with Jeanise Bertrand countering this statement. A lively and passionate discussion follows.

Discussion regarding measurements of success, specifically MCAS scores, which begins a long and passionate exchange surrounding MCAS scores as a valid measure of leadership's efficiency.

Is the School Committee interested in continuing the contract and negotiations with Dr. Harvey? Michelle Bailey, Stacey Metternick, and Peter Wolczik **are not interested.** Jeanise Bertrand, David Polito, and Gene Lee **are interested**.

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL DISTRICT EXECUTIVE SESSION MEETING ADJOURN AT 11:00 PM.

MOTION by Jeanise Bertrand; SECONDED by Michelle Bailey.
Jeanise Bertrand -Yes
David Polito -Yes
Gene Lee -Yes
Michelle Bailey -Yes
Stacey Metternick -Yes
Peter Wolczik -Yes
Unanimously approved via roll call vote.

The Hamilton Wenham Regional School District
Executive Session Meeting
Buker Elementary School Conference Room
Wednesday, March 27, 2019 9:50 PM

Present:
Kerry Gertz
David Polito, Chairperson
Gene Lee, Vice Chairperson
Michelle Bailey
Stacey Metternick, Secretary
Peter Wolczik, Assistant Secretary

Also Present:
Michael Harvey, Superintendent
Jeffrey Sands, Assistant Superintendent
Mahala Lettvin, Recording Secretary

9:50pm
David Polito offers a brief synopsis of tonight's meeting: namely, that district administration is no longer willing to negotiate on behalf of the School Committee. With a few fairly large projects, including Longmeadow, this creates a number of problems which need to be discussed this evening.

Dr. Harvey and Jeff Sands point out the conflict with this particular committee, which prevents continued negotiations in good faith. Mr. Sands explains that he has never experienced a situation as insulting and disrespectful in his many years of experience.

Discussion regarding tension and conflict.

Jeff Sands asks the record to reflect: he has no desire to walk out of the room, nor is he asking permission to leave the room.

Brief summary of Longmeadow status to date: Andrew DeFranza has site control for another 3 months. Discussion regarding lack of representation in ongoing negotiations. Kerry Gertz suggests the possibility of a real estate agent.

David Polito expresses his frustration that both Dr. Harvey and Jeff Sands possess the experience and expertise to negotiate. Because of the situation, School Committee members now face an enormous financial burden to hire outsiders to complete work that would have been done better by administration.

Jeff Sands reiterates that the actions of the School Committee were hurtful and had a personal/vengeful tone.

Peter Wolczik offers his sympathy, proposing the School Committee offer a public apology/statement. Jeff Sands thanks Peter for his suggestion, and says this would be a good start to restoring more productive working relationships.

David Polito points to the specific agenda item earlier in the evening in Open Meeting. This item served as an opportunity for repairs to be made. No apologies were made, and no attempts to repair

damaged relationships were made, so the School Committee cannot move forward with plans surrounding Longmeadow.

Discussion regarding public statement, responsible parties in drafting statement, names included, timeline.

David Polito notes the ideal alternative to the situation at hand: conversing before an Open Meeting and enlisting problem solving strategies instead of attacks on administration. Michelle Bailey responds that the situation was handled in the way David has described. School Committee members disagree and a lively argument follows regarding the facts, professional and ethical considerations, and the role of School Committee members.

Discussion regarding negotiations with Longmeadow, with Jeff Sands explaining that at this point in the process, district administration would have been engaging with DeFranza, Farnham, and the Millers. Andrew DeFranza offered to help (strictly because of the positive relationship with district administration), but this has been lost because of the School Committee's actions.

Kerry Gertz and Gene Lee will collaborate on public statement/apology. Jeff Sands mentions specifics that he would like to be included. Finished public statement will be sent to Dr. Harvey and Mr. Sands.

Michelle Bailey notes Jeff Sands' threatening behavior. Jeff Sands asks that the record reflect: he has made no threatening comments, and his actions have not been in any way threatening.

Discussion: Longmeadow contingency plan, hiring of agent, financing this expense, possibilities in covering expenses, benefits of current administrative team and cost benefits (Dr. Harvey and Jeff Sands negotiating would have saved the district at least the amount of the annual salaries, both have prevented accumulation of legal fees that would have otherwise been common, etc.).

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE APPROVE KERRY GERTZ AND GENE LEE TO MAKE A STATEMENT ON BEHALF OF THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE REGARDING ACTIONS, COMMENTS, AND INTENTIONS WITH DISTRICT ADMINISTRATION.

MOTION by Kerry Gertz; SECONDED by Gene Lee.
Peter Wolczik - Yes;
Stacey Metternick - Yes;
Kerry Gertz - Yes;
Gene Lee - Yes;
David Polito - Yes;
Michelle Bailey - Yes.
MOTION UNANIMOUSLY APPROVED VIA ROLL CALL VOTE.

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL DISTRICT ADJOURN EXECUTIVE SESSION MEETING AT 10:39 PM.

MOTION by Stacey Metternick; SECONDED by Michelle Bailey.
Peter Wolczik - Yes;
Stacey Metternick - Yes;
Kerry Gertz - Yes;

Gene Lee - Yes;
David Polito - Yes;
Michelle Bailey - Yes.
MOTION UNANIMOUSLY APPROVED VIA ROLL CALL VOTE.

The Hamilton Wenham Regional School District
School Committee Executive Session Meeting
Buker Elementary School
Wednesday, July 31, 2019

Present:
Gene Lee (6:30pm arrival)
Michelle Horgan, Assistant Secretary
David Polito, Chairperson
Michelle Bailey
Stacey Metternick, Secretary
Peter Wolczik

Also Present:
Dr. Julie Kukenberger, Superintendent
Mahala Lettvin, Recording Secretary

Dr. Julie Kukenberger recommends that the School Committee appoint **Vincent Leone**, *Director of Accounting & Payroll*, as the replacement to Jeffery Sands, former *Assistant Superintendent for Finance & Administration*. Dr. Kukenberger speaks about redefining roles and responsibilities with the overall goal of the District moving toward more sustainability.

Discussion: position title change, candidate pool for *Assistant Superintendent* role, qualifications of candidate Vincent Leone, reporting structure, salary adjustments for position, support role beneath Assistant Superintendent position, position sustainability, etc.

Dr. Kukenberger recommends that the School Committee appoint **Thomas Geary** to the *Director of Facilities and Operation* position.

Discussion: candidate pool, attracting sufficient pool for position, changes made to requirements (*preferred* rather than *required* to attract a more diverse and relevant skill set), salary range, Mr. Geary's experience/qualifications, other changes to position (addition of safety, security, transportation), salary negotiation, contract negotiation, etc.

Gene Lee enters the meeting at 6:28 pm.

Discussion regarding terms of both contracts and strategy moving forward. Dr. Kukenberger and the School Committee discuss benefits of 5 year contracts - (1) to encourage stability and (2) to encourage short/long term goal development and fulfillment. Further discussion comparing 5-year contracts to 3-year contracts, including detailed discussion regarding previous attempts to buy out contracts, fiscal responsibility of District, risks of redundant positions, annual performance reviews, decisions on salaries and lengths of contract for each position.

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE DIRECT DR. JULIE KUKENERGER TO ENTER INTO NEGOTIATIONS WITH VINCENT LEONE TO SECURE A 5- YEAR CONTRACT FOR THE POSITION OF ASSISTANT SUPERINTENDENT FOR FINANCE & ADMINISTRATION, WITH AN ANNUAL SALARY NOT TO EXCEED $150,000; AND FURTHER FOR DR. JULIE KUKENBERGER TO ENTER INTO NEGOTIATIONS WITH THOMAS GEARY TO SECURE A 3- YEAR CONTRACT FOR THE POSITION OF DIRECTOR OF FACILITIES & OPERATIONS, WITH AN ANNUAL SALARY NOT TO EXCEED $120,000.

MOTION by Stacey Metternick
David Polito: Yes;
Michelle Bailey: Yes;

Stacey Metternick: Yes;
Gene Lee: Yes;
Peter Wolczik: Yes.
Unanimously approved by 6 members present, via roll call vote.

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ADJOURN EXECUTIVE SESSION AT 6:40PM AND RETURN TO OPEN MEETING.

MOTION by Michelle Horgan.
David Polito: Yes;
Michelle Bailey: Yes;
Stacey Metternick: Yes;
Gene Lee: Yes;
Peter Wolczik: Yes.
Unanimously approved by 6 members present, via roll call vote.

Respectfully submitted August 7, 2019 by Mahala Lettvin, Recording Secretary.

Side Bar Letter Agreement
Hamilton-Wenham Education Association
Hamilton-Wenham Regional School Committee
December 13, 2019

APPENDIX C: Extended Responsibilities Stipend Schedule, page 51-52

Current: Elementary Morning Bus Duty (9) FY20: $1101

Change to: Elementary Bus Duty (9) FY20: $1101

Note: This duty stipend is paid to the recipient for the performance of either the arrival or the dismissal bus duty, not for doing both.

John Kotch-President
Hamilton-Wenham
Education Association

12/13/19
Date

David Polito-Chairperson
Hamilton Wenham Regional
School Committee

Date