

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 (#) 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, of the election of members to the Hamilton-Wenham Regional School District Committee. In Wenham, the election will be held at the Wenham Town Hall, 138 Main Street, Wenham on Thursday, April 9, 2020. The polling place shall be opened at 7:00 AM and shall remain open until 8:00 PM. In Hamilton, the election will be held at the Hamilton Wenham Public Library, 16 Union Street, Hamilton on Thursday, April 9, 2020. The polling place shall be opened at 7:00 AM and shall remain open until 8:00 PM. The number of members elected shall be two (2) members; for a term of three years; 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 (7) days before the election date.

Given under our hands this 4<sup>th</sup> day of March in the year 2020

\_\_\_\_\_  
David Polito

\_\_\_\_\_  
Peter Wolczik

\_\_\_\_\_  
Michelle Bailey

\_\_\_\_\_  
Gene Lee

\_\_\_\_\_  
Michelle Horgan

\_\_\_\_\_  
Tai Pryjma

\_\_\_\_\_  
Stacey Metternick, Secretary Hamilton-Wenham Regional School Committee

important to select a small group representing each of the following: (a) all major district employee groups; (b) current school committee members; and (c) representatives from the community.

5. Try to have most of the interviews conducted in one location. It will save considerable time.
6. Develop a standard set of questions for all interviews and questions that are role specific, *i.e.*, for committee members, for teachers, etc.
7. Plan to be on-site for a full day.
8. Be prepared to take extensive written notes. No matter how good your memory may be, an exact quote may better serve others than your recollection of their comments.

Remember - Background checks, *i.e.*, Criminal Offenders Registry Information (CORI), can only be conducted by the employer. That is the responsibility of the school committee. MASC can not and does not conduct background checks.

## **AT THE INTERVIEW**

The site visit is basically a series of structured conversations with people who are well acquainted with the candidate's qualifications. Each interview should include a standard set of questions that the committee has prepared and the role-specific questions formulated to address the working relationship with the candidate. The standard set of questions will yield a balanced view of the candidate's general qualifications, while the role-specific questions will provide a more focused view of the candidate.

The questions below illustrate the general and specific nature of a good mix of questions. The committee should revise these questions to reflect its own concerns and interests.

### **STANDARD QUESTIONS TO BE ASKED AT ALL INTERVIEWS**

1. What is the candidate's greatest strength as an administrator?
2. What is the candidate's biggest weakness as an administrator?
3. What school programs and/or department does the candidate tend to favor?
4. Identify an unpopular decision that the candidate has made in the past year and describe the circumstances?
5. How does the candidate generate trust in the school system?
6. Does the candidate place a high priority on student achievement?

4. How did \_\_\_\_\_ deal with complaints that came to him/her about activities or staff under your direction?
5. What is your perception of how \_\_\_\_\_ is viewed by the community? ...the teaching staff? ...the support staff?

### **QUESTIONS TO ASK COMMUNITY LEADERS / PTA / ADVISORY GROUPS**

1. In what ways does \_\_\_\_\_ make an effort to obtain community and parent input and to appropriately involve advisory groups in the decision making process?
2. As a community member/parent do you feel that you can talk with \_\_\_\_\_ and he/she will listen? Can you give some examples of this?
3. When \_\_\_\_\_ or the committee and \_\_\_\_\_ have made a decision that did not make all community groups happy, do you think it was handled well? Can you give some examples?
4. Do you believe \_\_\_\_\_ is accepted and respected in the community? Why?
5. Over the years that \_\_\_\_\_ has been here, in what specific ways do you believe he/she has really made a difference in the schools?
6. How do you think \_\_\_\_\_ will handle a situation where the community is very divided and some groups are in conflict with the schools? Why do you think this?

### **QUESTIONS TO ASK TEACHERS**

1. What do you consider to be the strengths of \_\_\_\_\_ as an administrator?
2. Do you believe that \_\_\_\_\_ provides teachers the opportunity to be heard or to have a voice in the decisions made by the district? (*Ask for examples.*) When \_\_\_\_\_ has not agreed with requests made by the teachers, do you feel the situations were handled with goodwill on all sides?
3. What would you identify as being the most significant accomplishments of \_\_\_\_\_ during his/her time here?
4. Describe the relationship between \_\_\_\_\_ and the bargaining unit. How would you describe the manner in which he/she administers the negotiated agreement (*i.e.*, strict, fair)? What incidents lead you to say this?

7. Always ask if you are talking to the appropriate person. You may not have called the person who **really** worked most closely with the applicant. Organization charts and the like don't always identify the closest working relationship. In addition, names of other contact persons will give you back-up references if you need them.
8. Call past employers, not just the current employer. The current employer may have some reason for wanting the applicant to leave and this may distort the answer you receive. Call the references listed by the applicant, but call additional people as well. A job applicant will naturally list the names of references who will be supportive.
9. Always try to establish a personal connection with the person you are calling. It makes them feel more comfortable in talking with you. If you can't do this, chat a bit before asking questions. Try to make the person feel comfortable with you.
10. Ask the person you have called, "If this position were open in your district, would you hire \_\_\_\_\_ again?" "Would \_\_\_\_\_ be your top choice if he were to apply for this job in your district?" If someone were to apply for this job in your district?" If someone says, "He/she would be our first choice.", find out why.
11. Ask about the area in which the person may need additional training or experience. Everyone has area in which they need to grow.
12. Be sure you are in a position to be free of interruptions. Nothing becomes more disjointed than a telephone reference check that is placed on "hold" several times.
13. Ask the person about their impressions of your applicant's relationship with other people in the office or work area. "How well did \_\_\_\_\_ work with his peers? How do you know this? What would the secretary and business office staff say about their relationship with \_\_\_\_\_? Should we call any of these people?"
14. Ask if the applicant generally exhibited good judgment and common sense. Ask why or what it is that makes people you are talking to feel the way they do.
15. **Always** check references even if you feel absolutely certain you have identified the right person through the interview.

Reference checks reveal highly personal information about the candidate. Be clear with the staff and public that the school committee and only the school committee is authorized to make such inquiries.

## INDIVIDUALS TO CONSIDER FOR INTERVIEWS

# SUPERINTENDENT SELECTION PROCESS: VOTING PROTOCOLS

## Massachusetts Association of School Committees

### VOTING PROCESSES

Following the final interviews, and site visits, the school committee usually proceeds to a vote to appoint a superintendent of schools within a reasonable time.

MASC recommends the following process for the election of a superintendent of schools.

At a legally called meeting, once the portion of the agenda appropriate for appointing a superintendent of schools is reached, the chair calls for discussion, or it is appropriate for a member to propose a motion as follows:

*"I move that we proceed to the discussion related to the superintendency and appointment of a superintendent of schools."*

The chair then declares the matter is appropriately before the school committee. At this point, the chair may call for a discussion that will include three components, in no particular order:

- Discussion about the candidate(s).
- The method of selection/election.<sup>1</sup>
- Any special protocols that may be required in more complex settings such as a dual meeting of more than one board or an "all-region" body.<sup>2</sup>

At this point it is also critical that any ambiguities regarding the counting of votes be clarified.<sup>3</sup> Specifically, the number of votes necessary to elect a candidate or to approve an appointment by motion must be clear and unambiguous. To resolve this matter, the chair must declare the

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<sup>1</sup> Two methods of election/selection are generally used. The "ballot method" allows each member to vote for any eligible candidate. The "motion method" allows any member to propose a motion to appoint any eligible candidate.

<sup>2</sup> In regional school districts, including those that involve a joint meeting with other school committees under a union governance structure, the chair or chairs may wish to explain how the voting procedure works. Since most multi-community regions have unique voting structures, you may wish to consult with MASC about the best way to explain this to the public or the media.

<sup>3</sup> *Robert's Rules* requires a majority of those voting (i.e., four members out of seven, or four members out of six). However, many school committees have supplemented *Robert's Rules* with their by-laws that provide added specificity. For example, some districts require a majority of the full membership to approve any motion or election involving the expenditure of funds. Thus, a seven member board, with two members absent, must still obtain four affirmative votes to make an appointment of a salaried person.

If the method of election has been chosen, the chair announces:

*"The chair will call the roll and each member will announce the name of the candidate of his/her choice; at the end of the ballot, I will announce the vote and ask if all members have voted or if any member wishes to change his/her vote. I will then declare the ballot closed and announce the vote."*

- The chair proceeds to call the roll.
- The chair announces the number of votes each candidate has received and asks if all members wishing to vote have done so or if any members wish to change their vote.
- The chair announces the vote. If a candidate has received the required majority, the chair declares the person elected.
- The chair should then call for a motion as follows:  
*"Moved: that \_\_\_\_\_ be appointed superintendent of schools for \_\_\_\_\_ subject to the successful negotiation of a contract of employment mutually agreeable to the candidate and the school committee and signed by both parties or their designees."*

If the motion method of election has been chosen, the chair announces:

*"Is there a motion relative to the election of a superintendent of schools?"*

- The chair entertains a motion and calls for a second.
- The chair calls for debate or discussion as the standard of the committee requires.
- The chair calls the roll.
- The chair declares the vote and explains what has happened.

# DEVELOPING QUESTIONS FOR SUPERINTENDENT CANDIDATES

Sample Questions for Initial Screening,  
Semi-Final, Final Interviews  
and Site Visits

*Including:*

*Frequently Asked Questions*

*Site Visit Questions*

*Response Guide*

masc

# I. Questions Sorted by Topic

## THIS DISTRICT

- D.1 Why are you seeking this superintendency? How do you see your particular skill sets working effectively for us and why do your skills match our needs?
- D.2 How would you spend your first three months (your first six months) as a superintendent in our district and what would your initial priorities be?
- D.3 As the new superintendent in our district, what would be your most critical long-range objective?
- D.4 Give us some experiences that you have had as an administrator and outcomes that came from them and explain how they would help us see your potential as a successful superintendent.
- D.5 How would you develop your plan to prepare for and begin your superintendency? How would you develop your entry plan and prepare for your first few weeks, months or for your first year? Whom would you consider to be essential sources of information, critical friends and strategic allies?

## LEADERSHIP

- L.1 How would you describe your leadership style and what particular strengths do you believe you will bring to our school system?
- L.2 What role do you believe the staff should play in decision making? How have you involved your staff in the decision making process?
- L.3 What do you perceive as the superintendent's role in the community?
- L.4 We have all had occasions when we have had to act in a way that is contrary to the policy in effect to accomplish something important or critical. Tell us about a time when you did so.
- L.5 Tell us about a team that you have built; why you chose the people on your team and how you worked together. If you can, please tell us about a specific project or goal that you set out to achieve or complete successfully.
- L.6 Describe your leadership philosophy and how you would build leadership capacity at the district and school levels in our district.



- M.6 What kinds of questions would you ask candidates for principalships that you would have to fill? Also, what kinds of questions would you ask your principals about the teachers they bring forward for you to approve hiring on their recommendation?
- How much autonomy should a principal have in hiring the people they want?
  - What would you want principals to think about when they hire candidates?
  - How do you view the role of advisory committees in the selection of staff at the school and district level?
- M.7 Tell us about a time when you had to address a crisis that posed serious consequences for your district. What was the crisis and how did you, or you and your colleagues, deal with this situation?
- M.8 Our district is a multi-million dollar operation and some people want us to run the district like a business. How do you respond to those people?
- M.9 Do you have staff with performance problems? Please give some examples and explain what you have done to improve performance or correct the problems.

## **DECISION MAKING/JUDGEMENT**

- DM.1 You are proposing a highly controversial program. The school committee is seemingly divided on the issue and a group has formed to oppose the new program. You strongly believe that this new program will be highly beneficial to students. What steps would you take to promote your program?
- DM.2 Can you give us two examples of decisions you had to make in the last six months that have proved to be good ones? What influenced your decision? Why were they good decisions? What were the alternatives?
- DM.3 What is the most important decision you have made in the last year or two? How did you go about developing your decision or course of action? What alternatives did you consider?
- DM.4 Describe your most satisfying and disappointing experience in presenting, securing or failing to secure your committee/staff's support for an idea or proposal. In the case of a disappointment, explain how you feel about it now and describe what you might have done differently.
- DM.5 What was the best idea you ever presented to your committee – the one you feel exemplifies the best in planning, policy, administrative action, etc. Did the committee accept it? What persuaded them to move as they did or what might you do to continue to work with them to accept your recommendation?

you had to use your best skills and judgment to resolve a problem? How can that experience help us appreciate your potential as our superintendent?

- PA.14 What are the core values that drive you as an educator and what core values would you want to see in the staff you hire?
- PA.15 What are your primary and strongest personal attributes that you would hope to apply to our superintendency?
- PA.16 We all have weaknesses. What have you done to recognize and try to overcome those weaknesses that might otherwise make it hard for you to succeed?
- PA.17 Tell us about a time when you had to use your judgment to deal with or avert a crisis of some kind. How can that experience help us appreciate your potential as our superintendent?
- PA.18 What experiences do you have that relate to multi-cultural experiences, especially when some cultures have different values from your own? How do these experiences affect the way you work?
- PA.19 Please describe a time when you made a significant mistake or proposed something that did not work. What was it and what came of that mistake?
- PA.20 Please describe a decision you made that in retrospect you wish you had made differently.

Follow up:

- a. How did you come to understand that the decision was problematic?
- b. What would you do differently and why?
- c. What *did* you do about it and why?
- d. What did you learn from the process/experience?

## **PLANNING & ORGANIZATION**

- PO.1 Tell us about a time you had to prepare for an interview or meeting that was important to you and what you did to get ready?
- PO.2 What organizational changes have you made in the past? Why did you make the change, how did you plan it and what was the outcome?
- PO.3 How do you use data? For example, can you provide us with an example of how you've used data to make decisions, plan, budget or work with others?
- PO.4 Tell us how you organize your day.

## **CURRICULUM/INSTRUCTION**

- CI.1 Can you give examples of quality programs and/or educational policies to improve quality of instruction that you have implemented in another school district? Can you give us examples of programs that were not successful and describe the course of action you took as a result?
- CI.2 What is your experience with curriculum development? How do you implement and maintain the curriculum at each level and across all levels?
- CI.3 How would you align district preK-12 curriculum in ELA and math to ensure that the aligned curriculum is taught in all preK-12 classrooms?
- CI.4 How would you hold educators at all levels accountable for delivering effective instruction?
- CI.5 Tell us about your experience working in the curriculum area that might include identifying a need to revise curriculum, implementing a new curriculum or assessing the curricula that is already in place. What did you learn from these experiences and how would use what you have learned?

## **ASSESSMENT/DATA**

- AD.1 What is the role and value of assessment instruments in a school system today?
- AD.2 How would you develop a centralized student assessment program that would be used to monitor the progress of all students in meeting state and local learning standards? (Most appropriate for large district)
- AD.3 As you lead the district, how would you use student performance results to prioritize use of resources, including money, technology, facilities and human capital?
- AD.4 How would you develop district wide capacity to assess, analyze and monitor student performance?
- AD.5 What are your views about using student achievement data to evaluate educators?
- AD.6 Do you think that "peer evaluation" has potential as a way to assess the performance of educators?

- MTN.11 Have you had to deal with children and families in distressful situations? Without identifying anyone, can you tell us of situations where the social and emotional needs of children and their families moved you to action?
- MTN.12 Like many school districts in Massachusetts, some of our students, especially those in identifies subgroups are struggling to reach proficiency on standardized testing. Many students are not “college ready” and require remediation during their freshman year of college. Tell us how you have or would address these issues.
- MTN.13 How do you envision the schools and the school district communicating with the people who care for children at home and in the community? How can the district reach out to families in social and economic distress to support their children?
- MTN.14 As you plan to close the achievement gap and help all students reach the highest possible goals, how do you thing about the social and emotional wellbeing of students?
- MTN.15 How do you view the social and emotional wellbeing of children in the context of establishing a high performing school population in the decade ahead?
- MTN.16 What kind of a relationship should the superintendent have with students in a school district of our size?
- MTN.17 How do you maintain a close relationship with students and what strategies do you use to keep in touch with the realities of daily student life?

## **PROFESSIONAL DEVELOPMENT**

- PD.1 How would you develop and sustain a preK-12 comprehensive professional development program?
- PD.2 Across the different levels of the district, describe how you will know whether professional development programs and initiatives have affected the knowledge, skills and practices of educators in the district?
- PD.3 What can you as superintendent do to help recruit the best and most appropriate teachers to want to work here?
- PD.4 When you consider how to fill vacancies, what are some of the things you consider in making a hire or in working with principals to make the hires at their schools? How much autonomy should a principal have in hiring the people they want?
- a. What would you want principals to think about when they hire their candidates?
  - b. Who do you view the role of advisory committees in the selection of staff at the school and district level?

## **SCHOOL COMMITTEE RELATIONS**

- SCR.1 How do you keep your committee informed? In particular, what is your strategy around issues that are your responsibility but where the School Committee may have an interest? What has been their response and feedback?
- SCR.2 How do you go about discerning your committee's likes or dislikes? How does that influence you?
- SCR.3 Describe those occasions when you feel it is necessary to consult your committee before taking action.
- SCR.4 Describe an incident where you disagreed with your committee. How was it settled?
- SCR.5 The roles and responsibilities of school committees and superintendents are sometimes clear and sometimes ambiguous. For example, budget approval vs. budget implementation; or personnel policy and finance vs. personnel administration; or even dealing with parents and teachers with concerns or complaints. Can you describe some situations where these roles and responsibilities have challenged you and how you would work to address them were you our superintendent?
- SCR.6 What has been your experience working with a school committee and how do you see the role of the superintendent as the chief executive officer reporting to a committee that is, in fact, a municipal legislature for schools, in leading the district?
- SCR.7 In your experience how have you (or how would you) deal with the school committee on matters where law or policy provide little guidance on authority or roles and responsibilities? For example, how do you see the line of demarcation between the policy making role of the committee and the administrative responsibilities of the school committee and what you do when the lines blur?
- SCR.8 What do you envision as the key challenges in communicating with the committee?

## **BUDGETING/FINANCIAL**

- BF.1 What is your role in budget planning and development? How much involvement do you have in financial decisions during the year, once the budget is approved?

- CB.5 How do you envision establishing various criteria for educator evaluation given that they will apply not only to unionized educators but also to administrators including the superintendent?
- CB.6 Districts across Massachusetts have implemented a new educator evaluation system.
- What do you see as the important challenges we face as a district to implement the system?
  - How can we make this a force for good outcomes?
- CB.7 What is the best role of the superintendent in collective bargaining in your opinion? What are your experiences at the bargaining table? How would you propose that we use the bargaining process to promote student achievement as well as control our expenses?

## **ETHICS IN PRACTICE & ADMINISTRATION**

- EA.1 Sometimes less than honest behavior in organizations is not simply an individual response to a situation, but an outcome of organizational dynamics. Less than honest behavior can, with the best of intentions, be a result of organizational dynamics. In addition, a case can be made that less-than-honest behavior is sometimes the most humane, compassionate, and ethical way one can act:
- Can you give examples of this in your school district? Are there situations that unduly pressure people in your district? Has the pressure ever been so great that unethical practices result? As a superintendent, how could you address this kind of situation?
- EA.2 Describe a situation in which you have benefited from or been hurt by what you believe was a less-than-honest practice of another. How did you handle the situation? Would you do the same thing to or for another person? Has this situation changed the way you work?
- EA.3 At times, we all have to deal with situations in our work which we find ethically compromising. Tell me about a specific situation in which you have felt ethically compromised, or a situation that has left you carrying a very big burden for a long time. What kinds of situations in your work do you find to be ethically compromising, or which are “no-win” situations or “damned if you do, damned if you don’t” situations?
- EA.4 Often while moving into a new job or a new position, a mentor guides a protégé in adapting to the new position. Have you ever been guided, mentored, or advised regarding “the way we do things where” in a manner that made you feel ethically uncomfortable or ethically compromised? How did you learn to survive

## II. Model Interview with Annotated Questions

*In responding to these questions, please reference your own experiences or be specific to distinguish your own experience vs. examples you draw from the work of others.*

1. What examples would you offer for effective evaluation processes for teachers and administrators that actually work to improve performance and motivate teachers and administrators? How would a process like this be consistent with the current requirements of the professional standards, curriculum frameworks, and proper roles and responsibilities? In particular, describe a process that would work best, in your opinion, over a reasonable period of time.

What to look for in the response:

- What does the candidate know about evaluations?
- Has the candidate researched or used innovative models and what made them different or effective?
- Does the candidate have a thorough view of the evaluation process over a period of time or years for individuals?
- Does the candidate demonstrate knowledge of the constructive, remedial, and long term benefit of a good process as well as how evaluations can be effective tools for coaching people to more effective positions or leaving the district?

2. What are your strategies for fostering a positive relationship with the School Committee regarding a) making educational policy for the district; b) setting budget priorities and formal spending plans; c) engaging in collective bargaining, and d) creating a solid administrative and policy making team that supports the district's goals and objectives?

What to look for:

Some candidates foolishly explain that their top priority is to build a solid working relationship with the School Committee. This does serious damage to credibility because even board members know the highest priority is academic achievement and good schools. However, a good response will answer these questions:

- Does the candidate understand the relationship under Massachusetts Education Reform that clarifies policy making (School Committee) with administration (Superintendent, Principals, etc.)?
- Does the candidate understand all the various elements of policy making (e.g., formal policy documents, student handbooks, collective bargaining, budgeting, grant writing, etc.)?

- Problem Principals and Administrators over whom the superintendent has full authority but who may generate complaints to the school committee.
- School Committee Rules of Order that may not please the superintendent.

What to look for:

- Does the superintendent acknowledge that the lines of authority are not cut and dry?
  - Does the superintendent recognize the importance of keeping the school committee informed?
  - Does the candidate appreciate the fine line that separates responsibilities and is the candidate sympathetic or understanding of the importance of working with the board on these situations?
  - How does the candidate see the allocation of power and responsibility and is this candidacy a quest for authority as opposed to a desire to advance the district's agenda?
  - How will this candidate view a collaborative relationship with the school committee?
4. There are times when simple intelligence is not enough to resolve a problem. Can you describe a complex problem, situation, or crisis that you confronted where you had to rely on more than intelligence, but when you had to call upon your other skills and abilities for, say, communicating, thinking quickly, working with people, political savvy, instincts, academic training, and intellect?

What to look for:

This is a great question because it allows candidates to show how skillful they are and to demonstrate such virtues as tact, discretion, communication skills, fast thinking, interpersonal savvy, etc. Ask for several examples, and let candidates put the question off to the end if they need time. You can even alert them to this question, or allow them to expand at a subsequent interview.

- Does the candidate know how to use resources, colleagues, team members, and other individuals and appreciate their roles?
  - Is the candidate resourceful?
  - Is the candidate honest and honorable in dealing with problems?
5. How comfortable and knowledgeable are you with the Massachusetts education reform structure, the relationships it provides for superintendent/School Committee operations, and its various levels of accountability? How would you guide this community as it continues to maneuver through a changing period in educational public policy?



- Does the candidate respect parents? (School Committee members are very astute at deducing a candidate's strength or weakness here.)
- What does the candidate do to earn respect from district team members?

10. What is your view of the role of the superintendent vis-à-vis the district's chief financial officer? In other words, how do you build a budget, monitor the district's finances, and develop a good reporting system?

What to look for:

- Does the candidate understand the budget process, or is the candidate uncomfortable with it and with financial accountability.
- Can the candidate be comfortable explaining the district's budget to the school community, the public at large, the city or town's governing authorities (e.g., Finance Committee, Town Administrator, Town Meeting, Mayor, City Manager, or City Council)

11. Tell us about your experiences with collective bargaining. Then describe how you view the role of the school committee in the various stages of the collective bargaining process. (NOTE: Some consultants believe that the school committee should take a minimal role in collective bargaining, deferring instead to the superintendent and management team. Some School Committees agree while others support an active role for their members. This question is also an appropriate one for you to ask your search consultant before inquiring of the candidate as it may have influenced the selection of candidates presented to you.)

What to look for:

- Does the candidate know about collective bargaining?
- Does the candidate believe the school committee should have a greater or lesser role?
- What process would the candidate use to involve the board in preparing for bargaining vs. face to face negotiations, mediation, or the final steps toward a contract?

12. What is your recommendation to a school committee member who receives a complaint from a parent regarding a school related matter?

What to look for:

- Does the candidate respect parents who generate complaints?
- How will the candidate mediate the parental complaints with the need to support the administrative team?
- Does the candidate respect the delicate position in which the school committee member sits?

What to look for:

- How does one begin to organize around a project?
- How does one manage other people in planning and executing?
- Are the lessons valuable ones and are they the right ones?

17. Tell us about your experiences working with educators who resist your recommendations, including veteran educators who were skeptical about your plans.

What to look for:

- How does one win over colleagues?
- Can the candidate make reasonable adaptations, if appropriate?
- Does one respect the concerns of veterans even if they cannot be accommodated?

18. Please explain to us how a skillful supervisor looks for in a teacher observation and how you can guide your subordinates to do this more effectively?

What to look for:

- Does the candidate truly understand the elements of teacher evaluation?
- Does the candidate understand coaching?

19. What professional development would you be seeking for your own professional development goals or plans?

What to look for:

- What can the candidate tell you about him/herself? (This would be a great opportunity to learn appropriately about the candidate as a person.)

21. A lot of students tell us that technology is useful to someone, but not to them. That might be because the technology is out of date, or not used effectively. What kinds of technology are most effective in your opinion, and why do they work?

What to look for:

- Can the candidate make the link between the emerging technologies and student achievement in a way that is more than simple admiration for the technological innovations?
- Is the candidate capable of adopting new technologies as they emerge?

22. How would you explain the Common Core to a room full of parents who might range from sophisticated to the curriculum to those who have never heard of it?

### **III. SCENARIOS FOR CANDIDATE QUESTIONS**

#### **Constituent Complaint**

- Parent Terry Smith, the parent of an eighth grader objects to the teaching technique of math teacher Pat Jones. Pat assigns a weekend “problem of the week,” a series of progressively difficult brainteasers that require that students to deploy various strategies to solve a problem by Monday. Unfortunately, the teacher refuses to give the answer and method for finding it, frustrating some students who cannot find the answer. Parents who have been trying to help their children solve the problems note that some kids spend hours of weekend time wrestling with the challenge – often failing. Requests by parents to share the answers after the fact fall on deaf ears. Things come to a head at the PTA meeting when a parent with an advanced degree in math points out that some problems pose a challenge for college math majors. Jones, however, is adamant. He responds that “It’s my classroom, and I do what I want. I want the kids to think about the problem more than I want them to solve it. It helps me understand their thinking process.” The principal who hired Pat defends the math teacher and explains that it’s important for kids to have questions unanswered in their lives. Parents confront a school committee member at the supermarket and explains that their children are feeling bad about math and demand that this practice stop. Some of their kids are being turned off to math and feel humiliated by the teacher. The board member calls the superintendent and demands that something be done.

#### **Censorship**

- The student “Current Events Club” tries to present a balanced view on the issues its takes up. Next week they will discuss the topic “Liberal or Conservative – Which is More Effective.” Club Members post a meeting with several web sites that students may access for different perspectives on issues. However, one web site links students directly to graphic video of live scenes of human torture and the actual beheadings of hostages. The principal demands the students remove the offending web link. Students demand their “Freedom of Speech” rights to post the full notice. At tonight’s School Committee meeting, the subject will be raised at public comment period and action is demanded by various factions in the community.

#### **Police in the Schools**

- Following a shouting match with fellow senior Sally Smith, Jane Jones asks her friend, senior Cynthia Brown, to beat up Sally for \$25. Cynthia accepts the assignment and “sucker punches” Sally outside the cafeteria. Sally, blindsided, doesn’t have time to respond before teachers separate them and secure the area. Sally emerges with a sore jaw but otherwise without serious harm, but she is very upset. Her parents are called and they take her home for the day. Cynthia’s parents are also called to school where they and their daughter learn of a five day suspension for fighting. Mr. and Mrs. Smith, however, are outraged that this was allowed to happen, especially because they do not know why the assault took place. The principal has a very poor relationship with the

- A popular teacher is killed in an unfortunate accident and the school family must come together to help everyone.

## **Union Pickets the Home of Board Members**

- Teacher union negotiations have broken down. The issues are over economics and the inability of the district to provide the desired package. To pressure the School Committee, union members vote to picket the homes of board members. Some of the members with young children are concerned that their children will be traumatized, their neighbors annoyed, and their families harassed. The strike vote is scheduled for Thursday, and today is Tuesday. Picketing will begin after school.

## **The Strike Deadline has Passed**

- The strike has begun and teachers have voted on Thursday afternoon to stay home until agreement is reached on a new contract. Some parents offer to cover classrooms. Others demand the striking teachers be fired. The board members whose homes were picketed are most adamant that the board not cave in to the union.

## **Obnoxious, Persistent Reporter**

A student has complained to police that he/she was harassed in a locker room by members of his/her lacrosse team. The abuse included pushing, hazing, verbal taunting, and, possibly actions with sexual overtones. The parents of the alleged victim want a criminal complaint issued and investigated. The alleged victim is a juvenile and the perpetrators may also be juveniles. A local reporter gets wind of the story from student sources inside the school and has some names of involved persons. You've had a mixed relationship with this paper. The reporter contacts the superintendent with some of the following questions:

- Can you confirm that it was the lacrosse team?
- Has the school department issued the appropriate mandated reports on the victims?
- We're told this has happened before so what can you tell us?
- If you stonewall us, we'll report that as well because we think some of the students are not eligible for protection as juvenile sources?

What are some of the things you think about as superintendent, and how do you respond?

## Curriculum, Teaching and School Management <sup>1</sup>

This question could be provided ahead of time.

Parent Terry Smith, the parent of an eighth grader objects to the teaching technique of math teacher Pat Jones. Pat assigns a weekend “problem of the week,” over the year - a series of progressively difficult brainteasers that require that students to deploy various strategies to solve a math problem by Monday.

However, if no student can solve the problem and explain the method to the class, the teacher refuses to give the answer or a method for finding it.

Parents who have been trying to help their children solve the problems note that some kids spend hours of weekend time wrestling with the challenge – often failing. Requests by parents to give the answers and method to the students later on fall on deaf ears.

Things come to a head at the PTA meeting when a parent with an advanced degree in math points out that some problems pose a challenge for college math majors and failing to give answers builds esteem problems for students, especially girls who are stereotyped unfairly as not ready for math.

Teacher Jones, however, is adamant. He responds that “It’s my classroom, and I do what I want.” The principal who hired Pat defends the math teacher and explains that it’s important for kids to recognize the role of unanswered questions in their lives.

Parents confront a school committee member at the supermarket and demand that this practice stop. Some of their kids are being turned off to math and feel humiliated by the teacher. The board member calls the superintendent and demands that something be done.

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<sup>1</sup> This is a real situation from an actual Massachusetts school. It poses several layers of questions around things like appropriate teaching styles, management of teachers, supervision of principals, intervention by the superintendent, and how one deals with a runaway teacher who rejects supervision. Or, it could be about a thoughtful teacher who challenges students.

8. How would the candidate handle an underperforming or troublesome employee? Would she/he let the situation continue or resolve it early? Is she/he tough when he has to be?

9. If the candidate gets the job, he may have an experienced staff member who also sought the superintendency as an internal candidate. How do you think the candidate would handle that situation? Do you think he will succeed in keeping this subordinate and work effectively with this person?

10. How was the candidate perceived by the community, by employees, or by the School Committee, the town manager, or Finance Committee?

11. Did the candidate tend to give greater priority or emphasis to special needs students, average students, or advanced learners? Or did she/he balance his priorities, efforts, and initiatives across all three groups? Give specific examples of things he initiated for each group?

12. How did the candidate go about improving academic performance?

13. How savvy is the candidate in dealing with the media?

14. How has the candidate handled relationships with the police and managed the police/school liaison function?

15. "Control" is a very important element of managing school districts. How does the candidate manage to be in control with or without being overly "controlling"? Or is control a problem with the candidate's administrative style?

16. If we hire the candidate, what will we be saying about that decision 5 years from now?

Not every question was asked of every person. You'll find that the sessions go quickly. Certain questions were more applicable to certain people. However, this covers just about the entire range of questions. I hope it helps.

7. A special skill that is invaluable is to be brilliant, yet modest, understandable and personable, rather than having to let the board know you're smarter than they are. Most board members don't have Ed.Ds (and even more aren't necessarily as impressed with the academic credentialing as the academics are themselves). Board members who didn't go to college can turn off very quickly if you must be known as Dr. \_\_\_\_\_. After all, whose appendix did you take out?
8. Identify some talking points that clearly distinguish you from others because they show you really know what you're talking about and that you've studied more than one approach to a problem. Quality candidates are in very short supply, and even some of the good ones don't have a personality, demonstrate intellect, or give a good reason. Here are some of those critical areas:
  - **Teacher Recruitment.** Successful candidates can tell stories of how they push principals and department heads to keep trying until they get an educator they really want, rather than the best of a mediocre crop of candidates. Others describe outstanding hiring decisions that were both academically and strategically effective – like the mathematician who had outstanding communication skills for reaching to the youngest as well as the oldest students.
  - **Teacher Evaluation.** Most answers here are full of clichés and sound the same. Try to identify some angles that are both unique and reflect that you've studied this question. Among the more creative answers that have worked well are:
    - Those who talk about “the work being done to evaluate teachers both as individuals and as part of a team evaluation process so that teachers are accountable both for themselves and as a group.”
    - Responses demonstrating that the evaluation process can be one way to tell teachers that they're doing a great job as well as a vehicle for constructive improvement (or intense remediation for failure).
    - Responses that show how to use testing data appropriately to identify teachers who need extra support.
    - Ones that appreciate how much teachers need support and encouragement. It's a tough job.
  - **Special Education.** This is a very sensitive issue, and if you don't know it, don't try to fake it. Many board members ran for office because of a special education concern.
  - **Education Reform and Critical Public Policy Questions.** Demonstrate that you have a thorough understanding of Education Reform and the financing side as it has evolved to include various federal initiatives and issues (i.e., Adequate Yearly Progress; Race to the Top; Massachusetts's 2010 Education Reform II statute). Show that you know that the system includes standards, accountability measures for teachers, students, schools, and school districts. That it is very complex and defies a simple explanation.

In particular, make sure you can explain state governance laws, appreciate good theory on board roles and responsibilities, and show respect for the School Board at the same time. There are many gray areas in law or in practice where the law or good practice would exclude school board involvement. Some superintendents finesse this, or guide boards through it, while others ignore the need to collaborate with the board until they get caught. It's important to identify those areas where there is less black and white than gray: collective bargaining, grievance remediation, addressing budgetary line items, dealing with parents, etc. Yes, you may have the power, but it's the board that has to face the people in the coffee shop, PTA meetings, town meetings, and in the media.

- Demonstrating that you would not turn the school system into your personal show, but use everyone as part of the school/community communications team.
  - Cultivating the people who cover your community with accurate information.
  - Being an ambassador and “cheer leader” for the public schools.
  - BEING UBIQUITOUS: attending community events, meeting with parents, contacting community business people (Rotary, Kiwanis, etc.), getting to know religious leaders, etc.
  - Linking with local and legislative leaders. (Know the local legislators’ names and something about them. Meet them if you can.)
12. Be credible about why you want to make a job change, if you’re coming from a current superintendency. Be truthful and explain anything that might appear to be a bad situation. (Don’t blame the school board, because if you blamed your past employers, you’ll be just as predisposed to blaming the next one – and the prospective next one knows it.)

Legitimate and credible reasons for change include:

- A professional advancement.
  - The outstanding opportunity posed by the hiring district.
  - A change in your previous board’s philosophy.
  - You had to “fall on your sword” because the financial situation was bad or someone you hired messed up.
  - A desire to get closer to home or to relocate to a specific location.
  - A desire to deploy your education and training more effectively.
  - Your district no longer needs the special skills you brought (new buildings are complete, curricula are implemented, restructuring is in place, new financial system is now working, etc.)
12. Practice responding to difficult questions and go over them again and again, and again until you’re comfortable with the tone, text, and content. (That’s why we have long walks and drives.) You don’t want to be perceived as reciting a memorized response – it never works and the interviewers will know it immediately. By working on your responses, you will have command of the talking points and intellectual arguments and will be able to explain them clearly.

*A closing thought:*

*Mary B. Newman, a distinguished Massachusetts legislator who was respected on both sides of the aisle, always evaluated her colleagues in government by posing three sets of questions:*

1. *Who is this person? What formed the person’s background, values, and standards? What in this person’s background will tell me that he/she is a good person whom I can trust and whom others can depend upon to act in the public interest and not one’s own?*
2. *How does this person think? How does this person tackle a problem? Is there a clear thought process that uses many criteria and avoids biases that get in the way of sound judgment? Does this person use others to plan and implement?*



## VII. WHAT YOU MAY ASK AND WHAT YOU MAY NOT ASK OF CANDIDATES FOR SUPERINTENDENT

<u>AREA OF INQUIRY</u>	<u>LIMITATIONS ON QUESTIONING</u>
<b>EDUCATION</b>	<p>You should not ask about a candidate's education as a means to ascertain age.</p> <p><u>You may ask about schools attended, confirmation (but not year) of graduation, work experience, references.</u></p>
<b>RACE or COLOR</b>	<p>Questions about race are not allowed and photographs may not be solicited.</p>
<b>RELIGION</b>	<p>Questions about religion are not allowed.</p> <p><u>You may ask if a candidate can meet your attendance requirements including weekend or evening meetings as long as they are not designed to ascertain religious information.</u></p>
<b>AGE</b>	<p>Inquiry about age, including date of birth, is not allowed.</p>
<b>SEX</b>	<p>Generally no questions are allowed.</p>
<b>SEXUAL ORIENTATION</b>	<p>Questions, including those about relationships or living arrangements, including marital status, are not allowed.</p>
<b>HEALTH STATUS</b>	<p>Questions about height and weight may not be asked.</p>
<b>HANDICAP or DISABILITY</b>	<p>Specific questions about whether a candidate has:</p> <ul style="list-style-type: none"> <li>○ a disability,</li> <li>○ received Workers' Compensation,</li> <li>○ been in a hospital,</li> <li>○ been treated for a mental health condition,</li> <li>○ addicted to or treated for drug abuse or alcoholism,</li> <li>○ been in or completed a rehabilitation for drugs or alcohol,</li> <li>○ been absent from work because of illness.</li> <li>○ <u>You may ask about a previous attendance record at other jobs without referencing illness.</u></li> <li>○</li> </ul> <p>NOTE: if a candidate offers information on an illness or disability, you may not inquire as to the kind, severity, ongoing treatment or likelihood of recovery.</p>

**Carleo, Janell**

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**To:** Gallant, Don  
**Subject:** RE: Donatioins

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**From:** Gallant, Don <D.Gallant@hwschools.net>  
**Sent:** Tuesday, February 25, 2020 12:08 PM  
**To:** Kukenberger, Julie <j.kukenberger@hwschools.net>; Carleo, Janell <j.carleo@hwschools.net>  
**Subject:** Donatioins

Julie:

I received two donations today as follows:

The Friends of Cutler School-\$230.00-for 4th grade field trip  
Friends of HWRHS MS INC-\$1,000.00-for 7th grade field trip

Don Gallant

# HWRSD Student Opportunity Plan: SY 2021-2023

## Commitment 1: Focusing on Student Subgroups

**Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?**

The Hamilton-Wenham Regional School District's state accountability data shows significant and persistent achievement gaps between our regular education and special education students. This plan will support special education students in making effective progress toward mastering grade-level standards.

## Commitment 2: Using Evidence-Based Programs to Close Gaps

**What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?**

- 1. Expanding access to full-day, high quality, literacy-rich pre-kindergarten for 4-year olds.** We have seen an increase in the number of students requiring pre-kindergarten services, so we have expanded our preschool from two to three classrooms. As a result, we have also increased the number of neurotypical peers enrolled in our preschool program. We support early literacy in our preschool program with Lively Letters™, “a research-based and clinically-proven, a multi-sensory reading program that turns plain, abstract letters and sounds into lively characters. Created by Nancy Telian, MS, CCC-SLP, forty-seven letters and letter combinations are embedded into colorful pictures that show students what to do with their mouths when making the letter sounds. For nearly 30 years, educators have relied on Lively Letters to accelerate reading achievement and close gaps for struggling readers.”

<b>FY21 budget item</b>	<b>Amount</b>	<b>Foundation Category</b>
1.0 preschool classroom teacher	\$72,000	Classroom Teacher, Employee Benefits/Fixed Charges
2.0 FTE preschool teaching assistants	\$40,000	Classroom Teacher, Employee Benefits/Fixed Charges
Evidence-based program identified by DESE:	Expanding access to full-day, high-quality pre-kindergarten for 4-year olds and research-based early literacy programs in pre-kindergarten	
SOA program categories:	C (social services to support student's social-emotional and physical health), D	

## HWRSD Student Opportunity Plan: SY 2021-2023

SOA program categories:	C (social services to support student's social-emotional and physical health), D (hiring school personnel) and E (PD)
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### Commitment 3: Monitoring Success with Outcome Metrics and Targets

**What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY 2020 data is released this fall.)**

1) DESE outcome metrics:	2) Custom district metrics:
<ul style="list-style-type: none"><li>✓ MCAS ELA and Math Achievement for Special Education students</li><li>✓ ELA SGP for Special Education Students</li><li>✓ Mathematics SGP for Special Education Students</li></ul>	<ul style="list-style-type: none"><li>✓ Reduction in the number of students being placed out of district</li><li>✓ Pre/Post Lively Letters Assessment</li><li>✓ Student behavior target progress monitoring</li><li>✓ Staff perceptions of holistic student supports (pre &amp; post-survey)</li></ul>

## H8015 - School Sponsored Field Trips 5.21.12.docx

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### HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT WENHAM, MA

H8015

#### SCHOOL-SPONSORED FIELD TRIPS

The Hamilton-Wenham Regional School Committee recognizes that it is desirable and valuable, on occasion, to supplement and extend classroom activities with voluntary and optional domestic and international academic and extracurricular field trips to broaden perspectives and educational experiences of students. The HW Regional School Committee encourages activities that augment classroom instruction and promote healthy social development.

#### A. DEFINITIONS

The following definitions apply for the purpose of this policy:

1. **Academic field trips** include all off-campus trips that are organized as part of the class curriculum. There must be pre-and post- trip instructional activities and/or assessment. Participation for all members of the class is expected. Provisions for comparable instructional experiences during the school day must be made for student not on the academic field trip.
2. **Extracurricular field trips** are those off-campus trips that are organized by a school sponsored club, group, or athletic team. Participation is optional and voluntary. The School Committee is mindful, however, of the financial burden such travel may place on some families and the potential for disparate educational opportunities for students. Away games or matches that are part of the athletic program are considered extra-curricular field trips under this definition.
3. When an **academic field trip** or an **extra-curricular field trip** is planned to occur between midnight and 6 a.m. or to require a student to stay overnight away from home, the procedures for planning and approving overnight trips apply. It is understood that overnight trips may include travel within Massachusetts, in other states, and internationally.

#### B. GENERAL CONDITIONS FOR APPROVAL – Domestic and International

Only field trips meeting the following conditions are permitted. The sponsoring faculty member shall ensure that

1. Trips are appropriate for the age group involved in the activity.
2. Trips are reasonable in terms of time, distance and cost.
3. Trips are not scheduled during the last full week (plus any partial week) of school of the school year. In general, extracurricular international/domestic field trips should occur during non-school time.
4. Trips are not scheduled during the MCAS examination periods for students taking the MCAS exams. If unique and special circumstances present an academic opportunity, the principal and superintendent will consider and evaluate each request with care.
5. Trips are planned with careful consideration of student safety which includes, without limitation, an appropriate number of adult chaperones as specified in Section D of this policy and all chaperones have approved Criminal Offender Record Information (CORI) checks on file with the Superintendent.
6. While there must be adequate supervision, the Principal must also minimize the number of teachers missing classes due to chaperoning.
7. Provisions for medical emergencies, including attending medical personnel, if necessary.
8. When school bus transportation is required, the school district's regular transportation contractor is to be utilized, if available. If the school district's regular transportation carrier is not available, only contractors licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA) or the Department of Defense's approved list of

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.

#### **E. FUNDRAISING AND SCHOLARSHIPS**

1. Fundraising events and activities may be planned to offset the costs for academic and extracurricular field trips. Any such fundraising shall take place in accordance with the HWRSD and individual school policies on fundraising.
2. Where an individual fee is charge for an academic field trip which is part of the approved curriculum, the principal may provide a partial or full scholarship to a student if, due to financial hardship, such scholarship is necessary to allow a student's participation. However, no student is guaranteed a partial or full scholarship for the purpose of attending an optional and/or voluntary extracurricular field trip.

#### **F. DISCIPLINE OF STUDENTS AND FIELD TRIPS – Domestic and International**

1. All Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, regarding student conduct will apply and be in effect at all times for academic and extracurricular field trips.

Medications Consent and Release Form" and they understand the contents of the forms. The release form will include any and all claims related to or arising out of the field trip as well as those claims related to or arising out of cancellation of the trip by the School Committee as described in Section I-1. Since student safety is a primary consideration, the ultimate responsibility is a family choice. By signing the permission, consent and release forms, the student (if appropriate) and parents/legal guardians affirm that he/she/they have decided to allow the child to participate in the school-sponsored academic or extracurricular field trip with full knowledge that:

1. The School Committee reserves the right to cancel a trip up to the departure date or to recall a trip in progress if national and/or international conditions so warrant or if security and safety concerns over which the HWRSD had no control render it appropriate to cancel the trip. The HW School Committee will take the following criteria into consideration when making its decision: (a) U.S. Department of State Travel Advisory; (b) Homeland Security Advisory (alert status); and/or (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.
2. In such event, that a trip must be cancelled, school officials will make a reasonable effort to obtain a refund of monies paid by students and parents. However, such refunds are not guaranteed. The student and parents understand that he/she/they may lose any and/or all of the funds he/she/they have expended for the voluntary trip.
3. The Superintendent will alert the School Committee to final deadlines regarding required commitment of funds if there are national/international events/conditions/situations which might make the School Committee cancel or recall a trip due to safety concerns or other reasons.
4. The School Committee, and its officers, agents, and employees shall be forever held harmless for remuneration of any and/or all costs associated with this voluntary trip.

#### **J. INTERNATIONAL FIELD TRIPS**

The District will sponsor international field trips. All school-sponsored international field trips must receive prior recommendation of the department chairperson (high school only) and approval by the principal, superintendent, and school committee in accordance with the specifics (A-JI set forth in this policy).

The School Committee reserves the right to cancel a trip up to the departure date or to recall a trip in progress if national and/or international conditions so warrant or if security and safety concerns over which the HWRSD had no control render it appropriate to cancel the trip. The HW School Committee will take the following criteria into consideration: (a) U.S. Department of State Travel Advisory; (b) Homeland Security Advisory (alert status); (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.

The Superintendent will alert the School Committee to final deadlines regarding required commitment of funds if there are national/international events/situations which might make the School Committee cancel or recall a trip due to safety concerns or other reasons.

Student if appropriate) and parents/legal guardians will be required to affirm that they have read the Consent and Release Form and understand that the School Committee reserves the right to cancel or recall a school-sponsored field trip. The student and parent/guardian will sign to acknowledge and affirm that he/she may lose any and/or all of the funds expended for the trip.

#### **K. NON-SCHOOL SPONSORED TRIPS**

Teachers and other school staff sometimes privately conduct educational tours or trips involving the participation of Hamilton-Wenham Regional School District students. The HW School Committee neither sanctions nor prohibits such activities, nor assumes any responsibility for them. Teachers and other school staff are prohibited from soliciting students for privately run trips through the school district.

In information regarding non-school sponsored field trips teachers and other school staff are expected to clearly state that such trips are not school-sponsored and that the HW School Committee and the Hamilton –Wenham Regional School District do not sanction the trip or assume any responsibility.

Schools	Level	Aug 2019	Sept 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020
High	GR 12	125	124	122	122	122	122	122	123			
	GR 11	128	127	127	127	127	127	127	126			
	GR 10	117	116	116	116	116	116	116	116			
	GR 9	114	115	115	115	115	115	114	117			
	Choice In	67	68	70	70	70	70	69	68			
	Total	551	550	550	550	550	550	548	550	0	0	0
Middle	GR 8	117	118	117	117	117	117	117	117			
	GR 7	136	133	132	132	132	132	131	131			
	GR 6	133	135	135	135	135	135	135	135			
	Choice In	32	32	32	32	32	32	32	32			
	Total	418	418	416	416	416	416	415	415	0	0	0
Baker	GR 5	41	41	41	41	41	41	41	41			
	GR 4	44	44	44	44	44	43	42	42			
	GR 3	40	39	39	39	39	40	39	39			
	GR 2	43	43	43	43	43	43	43	43			
	GR 1	46	46	46	46	46	44	43	44			
	KINDER	43	43	44	44	44	44	44	44			
Cutter	Total	257	256	257	257	257	255	252	253	0	0	0
	GR 5	44	43	43	43	43	43	43	43			
	GR 4	44	45	45	45	45	45	45	45			
	GR 3	43	44	44	44	44	44	44	44			
	GR 2	61	62	63	62	62	62	62	62			
	GR 1	42	44	45	45	45	45	45	45			
Winthrop	KINDER	40	38	38	37	37	37	37	37			
	Total	274	276	278	276	276	276	276	276	0	0	0
	GR 5	55	57	57	57	57	57	57	58			
	GR 4	38	38	38	38	38	38	39	39			
	GR 3	46	46	46	46	46	46	46	46			
	GR 2	44	44	44	44	44	44	43	43			
Grand Totals	GR 1	45	45	45	45	45	45	45	45			
	KINDER	64	64	64	64	64	64	64	64			
	PreK	40	40	40	46	46	46	50	50			
	Total	332	334	334	340	340	340	344	345	0	0	0
		1832	1834	1835	1839	1839	1837	1835	1839	0	0	0



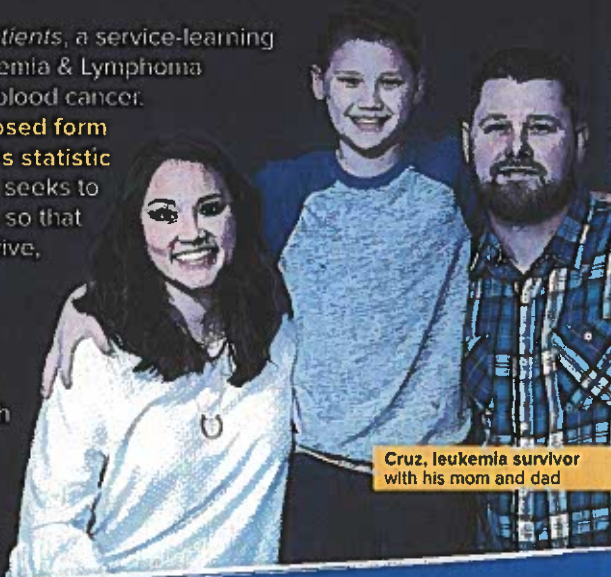
Dear Parent or Guardian,

Your child's school is participating in *Pennies for Patients*, a service-learning program that helps raise critical funds for The Leukemia & Lymphoma Society (LLS), the world's largest nonprofit fighting blood cancer.

**Did you know that leukemia is the #1 most diagnosed form of childhood cancer? LLS is working to change this statistic through its new Children's Initiative.** This initiative seeks to accelerate treatments with few harmful side effects so that young cancer patients like Cruz (right) not only survive, but thrive for generations to come.

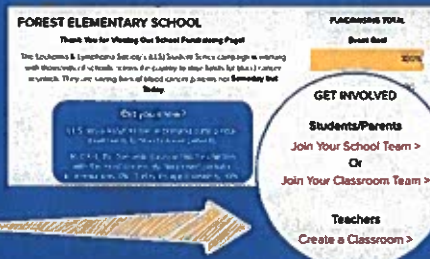
By participating in *Pennies for Patients*, your school has been provided with our STEM+ Curriculum, which contains key tenets of the Social & Emotional Learning (SEL) framework. This curriculum, along with our program, promotes life skills that help students succeed both inside and out of the classroom.

**Join our squad: PenniesForPatients.org**



Follow the instructions below to set up your child's online fundraising page:

1. Visit: [PenniesForPatients.org](http://PenniesForPatients.org) and click "Find Your School."
2. Search for your child's school by entering the school name, city and state and clicking **FIND**
3. Select your child's school from the search results.
4. Select "Join a School Team," or if your child's classroom has set up its own page, select "Join Classroom Team."
5. Create a new account, or if you have ever had a fundraising page for LLS, sign in with your username and password.
6. Create your child's online fundraising page.
7. Once created, share the link to your child's page with friends, family and coworkers through email and social media.



**Connect your child's page to its own Facebook fundraiser to help them achieve their goal faster than ever before!**

(Disclaimer: All our products contain small parts, and are not suitable for children under 3 years as they pose a choking hazard.)

**Parents, when your child raises money in their collection box they earn a POWER RING (\$5) and HERO BAND (\$15).**

Fill out these coupons and send them back to school with your child for redemption.

POWER RING (\$5)

Homeroom teacher \_\_\_\_\_ Grade \_\_\_\_\_

My child \_\_\_\_\_  
has raised at least \$5 in donations in their collection box for the Pennies for Patients program.

Signed by \_\_\_\_\_  
(child's parent/guardian)

HERO BAND (\$15)

Homeroom teacher \_\_\_\_\_ Grade \_\_\_\_\_

My child \_\_\_\_\_  
has raised at least \$15 in donations in their collection box for the Pennies for Patients program.

Signed by \_\_\_\_\_  
(child's parent/guardian)

THIS YEAR'S HERO GEAR

REGISTER ONLINE

RAISE \$5 OFFLINE

RAISE \$10 ONLINE

RAISE \$15 OFFLINE

RAISE \$25 ONLINE

RAISE \$50 ONLINE

RAISE \$100 ONLINE



SQUAD SHIELD



POWER RING



SUPER SIDEKICK



HERO BAND



MYSTERY MINI



HERO SQUAD TEE



MINI CHAMP

## NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Massachusetts General Laws. The legal status of negotiations is defined in part by Section 2 of that chapter, as follows:

“ shall have the right of self-organization and the right to form, join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other terms and conditions of employment, and to engage in lawful, concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from interference, restraint, or coercion. An employee shall have the right to refrain from any or all of such activities, except to the extent of making such payment of service fees to an exclusive representative as provided in section twelve.”

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

SOURCE: ~~MASC September 2016~~

LEGAL REF.: M.G.L. 150E:1 et seq.  
603CMR41.04

# HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2873

Voucher Date: 02/12/2020

Prepared By:

W. Capozzi  
Printed: 02/12/2020 12:08:17 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$240.00 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  
Donald Gallant

District Treasurer

Kevin Mahoney  
Kevin Mahoney

Assistant District Treasurer

Michelle Hogan  
Designee

School Committee Member

Vincent Leone  
Vincent Leone

Assistant Super. of Fin. &  
Admin.

HAMILTON WENHAM REGIONAL SCHOOL  
DISTRICT

Fund	Amount
202 REVOLVING FUNDS	\$240.00
	<b>\$240.00</b>



# HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2866

Voucher Date: 01/28/2020

Prepared By:

*h.d. Capozzi*  
Printed: 01/29/2020 08:57:16 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$173.25 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*  
Donald Gallant District Treasurer

*Kevin Mahoney*  
Kevin Mahoney Assistant District Treasurer

*Michelle Argon*  
Designee School Committee Member

*Vincent Leone*  
Vincent Leone Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund	Amount
202 REVOLVING FUNDS	\$173.25
	<b>\$173.25</b>

# HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 18

Voucher Date: 02/14/2020

Prepared By:

Donald Gallant

Printed: 02/12/2020 01:24:17 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$6,900.97 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

Michelle Horgan  
Designee

School Committee Member

Vincent Leone

Assistant Super. of Fin. &  
Admin.

HAMILTON WENHAM REGIONAL SCHOOL  
DISTRICT

Fund		Amount
001	GENERAL FUND	\$5,226.83
202	REVOLVING FUNDS	\$0.00
205	ATHLETIC/EXTRA CURR REVOLVING	\$166.99
301	TITLE I	\$1,423.26
302	94-142 IDEA 240	\$0.00
304	EARLY CHILDHOOD	\$0.00
402	STATE GRANTS FY EVEN YEARS	\$0.00
701	CAFETERIA FUNDS	\$83.89
		<b>\$6,900.97</b>

# HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2872

Voucher Date: 02/14/2020

Prepared By:

*Donald M. Gallant*

Printed: 02/12/2020 01:00:31 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$77,728.14 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 M. Gallant*  
Donald Gallant

District Treasurer

*Kevin Mahoney*  
Kevin Mahoney

Assistant District Treasurer

*Therese Horgan*  
Designee

School Committee Member

Vincent Leone

Assistant Super. of Fin. &  
Admin.

HAMILTON WENHAM REGIONAL SCHOOL  
DISTRICT

Fund		Amount
001	GENERAL FUND	\$64,039.54
202	REVOLVING FUNDS	\$630.00
205	ATHLETIC/EXTRA CURR REVOLVING	\$12,992.10
402	STATE GRANTS FY EVEN YEARS	\$66.50
		<b>\$77,728.14</b>

# HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 20

Voucher Date: 02/28/2020

Prepared By:

*Donald Gallant*

Printed: 02/26/2020 12:40:03 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$3,857.70 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*  
Donald Gallant

District Treasurer

*Kevin Mahoney*  
Kevin Mahoney

Assistant District Treasurer

*Michelle Hogan*  
Designee

School Committee Member

Vincent Leone

Assistant Super. of Fin. &  
Admin.

HAMILTON WENHAM REGIONAL SCHOOL  
DISTRICT

Fund		Amount
001	GENERAL FUND	\$2,826.96
202	REVOLVING FUNDS	\$0.00
205	ATHLETIC/EXTRA CURR REVOLVING	\$280.87
301	TITLE I	\$726.32
302	94-142 IDEA 240	\$0.00
304	EARLY CHILDHOOD	\$0.00
402	STATE GRANTS FY EVEN YEARS	\$0.00
701	CAFETERIA FUNDS	\$23.55
		<b>\$3,857.70</b>

# HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2878

Voucher Date: 02/28/2020

Prepared By:

*Donald Gallant*

Printed: 02/26/2020 01:38:37 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$61,330.01 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 C. Gallant*  
Donald Gallant District Treasurer

Kevin Mahoney Assistant District Treasurer

*Michelle Hogan*  
Designee School Committee Member

Vincent Leone Assistant Super. of Fin. & Admin.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
001	GENERAL FUND	\$56,573.83
202	REVOLVING FUNDS	\$714.65
205	ATHLETIC/EXTRA CURR REVOLVING	\$2,099.00
402	STATE GRANTS FY EVEN YEARS	\$1,887.00
701	CAFETERIA FUNDS	\$55.53
		<b>\$61,330.01</b>



# HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1041

Voucher Date: 02/28/2020

Prepared By:

*Donald Gallant*

Printed: 02/26/2020 04:00:03 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$55,327.58 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*  
Donald Gallant

District Treasurer

*Kevin Mahoney*  
Kevin Mahoney

Assistant District Treasurer

*Michelle Gagne*  
Designee

School Committee Member

Vincent Leone

Assistant Super. of Fin. &  
Admin.

HAMILTON WENHAM REGIONAL SCHOOL  
DISTRICT

Fund	Amount
001 GENERAL FUND	\$55,327.58
	<b>\$55,327.58</b>

Mr. Polito inquiries as to the budget - unknown in FY20 (Stacy Byucyk), it was incorporated into special education line item.

[REDACTED]

[REDACTED]

Attorney Lyons notes that one aspect of litigation: if school district believes that the parent denying the program is (neglect), the district must report. 98% of the time it is parents initiating cases.

Ms. Metternick asks if there is any way to bring more students back from Landmark, inquires as to how to offer such services and check in with the students.

[REDACTED]

[REDACTED] - We are always looking and monitoring to see when we can bring them back. It doesn't always work, but when it is done, it is done through efforts and continuous monitoring.

Mr. Leone asks Ms. Bucyk how often we go to Landmark. Ms. Bucyk says it depends if there is a legal agreement, evaluations every 3 year, unless there is cause for testing sooner rather than later.

Upon Michelle Bailey inquiring [REDACTED]  
[REDACTED]  
[REDACTED] - Attorney Lyons responds, noting that stories are to be heard with caution - people like to tell stories and

**Peter Wolczik: Yes;  
Unanimously approved via roll call vote.**

Executive Session adjourns at 8:12pm, with School Committee returning to Open Session meeting.

*Respectfully submitted January 18, 2020 by Mahala Lettvin, Recording Secretary.*