



# HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

## REGULAR SCHOOL COMMITTEE MEETING

Buker Elementary School  
Multi-Purpose Room

Wednesday, March 27, 2019

7:00 PM

1. Call to Order 7:00
2. Pledge of Allegiance
3. Citizens' Comments
4. Chair's Report
  - A. Open Meeting Law Complaint dated March 6, 2019
5. Superintendent's Report
6. Consent Agenda
  - a. Minutes Exhibit A
    - February 5, 2019
  - b. Warrants Exhibit A1
    - March 13, 2019
7. New Business
  - a. Rockland Trust – OPEB Trust Fund Presentation Exhibit B
  - b. School Resource Officer Document Review and Approval Exhibit C
  - c. Amend School Committee's Adopted FY20 Budget to reflect School Resource Officer Agreement Exhibit D
  - d. Capital Plan Recommendation Exhibit E
  - e. Superintendent Search Posting
  - f. Donations Exhibit F
    - DECA \$1,425
    - EdFund Kindergarten Grant--\$27,968.66
    - Friends of the Arts \$1,500.00
    - Hamilton-Wenham Girls Basketball Boosters \$1,452.00
    - Hamilton-Wenham Boys Basketball Boosters \$1,452.00
    - Arbella Insurance Agency to support transportation to BSO Youth Concert--\$300
8. Committee Reports
  - a. Policy-Legislative
  - b. Capital Planning-Finance & Turf Field
  - c. Negotiations
  - d. Student Rep.
  - e. Other-School Liaisons Updates
9. Other
  - a. Topics for next meeting
10. Adjourn into Executive Session for the Purpose of discussing strategy relative to the purchase of Numbers 1, 3, & 5 Longmeadow Way, Hamilton, MA. An Executive Session is necessary because the Chair has determined a discussion in open session may be detrimental to the School Committee's negotiating position. (Executive Session Purpose #6) and not return to open session.

David Polito, Chairperson HWRSC

*dmb*

**Knowledge • Responsibility • Respect • Excellence**

The District does not discriminate in its programs, activities or employment practices based on race, color, national origin, religion, gender, gender identity, sexual orientation, age or disability.

**JOINT MEETING  
HWRSD School Committee  
Hamilton & Wenham FINCOM & BOS  
Buker Elementary School Multi-Purpose Room  
Tuesday, February 5, 2019 7:00 PM**

*HWRSD Committee*

Michelle Bailey (7:10pm arrival)  
Stacey Metternick, Secretary  
Gene Lee, Vice Chair  
David Polito, Chair  
Jeanise Bertrand  
Peter Wolczik, Assistant Secretary (7:11pm arrival)

*Hamilton FINCOM*

Phillip Stearns  
Nicholas Tensen  
Darcy Dale

*Hamilton Board of Selectmen (NO QUORUM)*

Shawn Farrell  
Jeffrey Hubbard

*Wenham FINCOM*

David Molitano  
Carrie Jelsma  
Mike Therrien  
Alex Begin  
Jim Purdy

*Wenham Board of Selectmen*

Catherine Harrison  
Jack Wilhelm  
John Clemenzi

*Also Present:*

Michael Harvey, Superintendent, HWRSD  
Jeffrey Sands, Assistant Superintendent, HWRSD  
Joseph Domelowicz, Town Manager, Hamilton  
Peter Lombardi, Town Administrator, Wenham  
Patricia Moore, Finance Director/Treasurer/Collector, Town of Wenham  
Catherine Tinsley & Mahala Lettvin, Recording Secretaries

**1. Call to Order**

David Polito calls the Hamilton-Wenham School District Committee meeting to order at 7:06pm.  
Phillip Stearns calls the Hamilton Finance and Advisory Committee meeting to order at 7:06pm.  
Alex Begin calls the Wenham Finance and Advisory Committee meeting to order at 7:06pm.  
Catherine Harrison calls the Wenham Board of Selectmen Committee meeting to order at 7:07pm (explaining that this meeting was previously called to order today at 6:45pm in order to handle one agenda item. They have since breaked and are now returning).

## **2. Hamilton Wenham Regional School District**

Dr. Michael Harvey provides a detailed overview of the FY20 District Budget:

- Superintendent's Recommendation
- Level Service - Key Assumptions
- Expense Category Analysis
- District Totals
- 5 Year Impact Analysis
- Budget Calendar

Dr. Harvey states that the Second Public Hearing on the District Budget will be held 02/13/2019, with a vote for adopting the budget after the hearing.

Carrie Jelsma asks about the purpose of a public hearing given that the adoption of the budget is immediately following the public hearing. Ms. Jelsma notes that this disallows the public from affecting change in the budget. Dr. Harvey explains that a Public Meeting was held prior, and that there are regulations in place requiring the School Committee adopt a budget in a public hearing.

Ms. Jelsma appreciates the information presented. She inquires about negotiations with the Teachers' Union, and requests more details to better understand the changes in salaries.

Jeff Sands explains that the salary amount encompasses all salaries for the District, including teachers, administrative staff, maintenance, HR, Business/Office, IT, etc., and outlines factors this year that drove the change:

- COLA increases across all departments;
- District reduced 1 FTE teaching staff, reducing budget by \$58,000;
- Retirement/hiring budget strategy: those teachers retiring are typically at a higher level than those hired in their place. This is considered in budget proposals
- Ms. Jelsma asks if retirees receive benefits such as sick day payout, with Dr. Harvey detailing the contractual agreement which directs the District to pay out 5% of the days.
- Step experience, degree changes/ additional credits, and a variety of other changes also influence the budget.

Discussion regarding Out-of-District Tuitions, need for services, retention in-district, "critical mass" - level of investment measured through comparison to program vs. sending out of district.

Carrie Jelsma asks about a strategy to determine earlier if a student is qualified for special education services. Discussion regarding remediating, long term benefits, long term cost savings, etc.

Discussion regarding programs and services needed, and potential for these services to attract non resident students to HW schools.

Discussion regarding School Resource Office: Jeff Sands states the regional agreement requires the District to include the item in the budget. Joe Domelowicz, Hamilton, is going to be including the item in the Town's budget as well.

Darcy Dale asks if the District has considered grants for the SRO program, or whether they have considered a therapist or other role to fill this position, as a SRO does not *have* to be an armed police officer. Jeff Sands explains that he is familiar with grants, and has been exploring this aspect.

Catherine Harrison asks how the town and district plan on resolving the issue of disagreement re: SRO in budget. Mr. Sands reiterates that he will carry out the functions of his job, remaining

compliant with district, local, and federal regulations, and will therefore be including SRO in the District Budget.

Alex Begin asks for clarification: SRO defined as a District Employee. Jeff Sands corrects this statement - the SRO is *not* a District employee. Jeff Sands and Gene Lee both explain that the regional agreement dictates that the District pay for this SRO service.

Joe Domelowicz thinks this can be resolved without the District having to pay the cost. Jeff Sands disagrees.

David Polito opens up the conversation regarding OPEB funding feedback.

Shawn Farrell says he was pushing for this last year, and asks about details regarding plan for payments. Mr. Sands recommends Mr. Farrell take a look at the video of last meeting where he spoke for over an hour about the detailed funding strategy. Mr. Sands provides an overview of this funding strategy, with the ultimate goal of entirely funding the District's commitment.

David Molatina asks how many times this funding has been delayed, with Mr. Sands asking that the focus of the meeting this evening remain on current issues- specifically that there is currently a recommendation on the table.

Darcy Dale asks about Rockland Trust's fiduciary standard. Discussion re: details of the role Rockland Trust is expected to take on.

Michelle Bailey asks for clarification on whether the Town of Wenham is or is not supporting the OPEB funding decision.

Catherine Harrison states that the committees have not discussed this issue, however, she notes she thinks it is an important decision, but Wenham cannot afford \$250,000.

Carrie Jelsma asks about consideration has been given to any alternatives to a 30-year plan. Michelle Bailey asks what Hamilton's strategy is regarding funding OPEB. Discussion regarding methods, strategies, etc.

### **3. Review of Wenham FY20 Budget & Need for HWRSD Operating Override**

Peter Lombardi presents Town of Wenham FY20 Budget Update:

- FY20 Budget: Expense Totals (expenses are set to increase \$545k)
- Additional Budget Impact due to enrollment shift
- April 2019 Annual Town Meeting Warrant
- Tax Rate Impact- Levy Limit Budget
- Tax Rate Impact - HWRSD Operating Override
- Total Tax Rate Impact

Discussion regarding budget, override, Wenham's capacity, increase in tax rates based on new levy limit. Michelle Bailey asks about how much town services are increasing, with Mr. Lombardi providing details of the levy limit budget, and explaining the decision to fund town services.

Discussion regarding various projects around Town, and impact on Wenham's budget, override, levy, etc. Jeanise Bertrand asks about the valuation in comparison to the Penguin Hall issue.

### **4. Review of Hamilton FY20 Budget**

Joseph Domelowicz Jr., Hamilton Town Manager presents Town of Hamilton FY20 Proposed Budget Impact & Overview:

- Hamilton FY20 Budget Proposal (including school increase, town increases, and stabilization funds);
- FY20 Proposed Budget Increases
- FY20 Proposed Budget Override
- Town Budget Breakdown (“Education” listed as 58.6%)
- Revenue & Available Funds
- Hamilton Tax Rate Trend
- Tax Rate Breakdown
- Simplified version of Tax Rate Breakdown

**5. Discussion Potential HWRSD Debt Exclusion(s)**

Hamilton Wenham Regional School District is not pursuing debt exclusions this year. Mahala Lettvin, Hamilton Wenham Regional School Committee Recording Secretary, reads minutes from 01/30/2019 meeting minutes,

“The School Committee has authorized district leadership to proceed with negotiation on properties on Longmeadow Way.”

**6. Vote to Adjourn**

**CATHERINE HARRISON MOVES TO ADJOURN THE WENHAM BOARD OF SELECTMEN MEETING AT 8:39PM.**

**PHIL STEARNS MOVES TO ADJOURN THE HAMILTON FINANCE AND ADVISORY COMMITTEE MEETING AT 8:39PM.**

**ALEX BEGIN MOVES TO ADJOURN THE WENHAM FINANCE AND ADVISORY COMMITTEE MEETING AT 8:39PM.**

**I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL DISTRICT ADJOURN AT 8:39 PM.**

**MOTION by Gene Lee; SECONDED by Jeanise Bertrand.  
Unanimously approved by 6 members present.**

*Respectfully submitted by Mahala Lettvin this 4th day of March, 2019.*

# HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2683

Voucher Date: 03/15/2019

Prepared By:

*Kevin F. Mahoney*  
Printed: 03/13/2019 01:15:20 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$16,869.30 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2018 to June 30, 2019 (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
<i>Kevin F. Mahoney</i>	
Kevin Mahoney	Assistant District Treasurer
<i>Kevin Mahoney</i>	
Designee	School Committee Member
<i>Jeffrey Sands</i>	
Jeffrey Sands	Assistant Superintendent for Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund	Amount
701 CAFETERIA FUNDS	\$16,869.30
	<b>\$16,869.30</b>

# HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2684

Voucher Date: 03/15/2019

Prepared By:

*Kevin F. Mahoney*  
Printed: 03/13/2019 01:31:36 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$100,617.31 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2018 to June 30, 2019 (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 F. Mahoney*  
Kevin Mahoney

Assistant District Treasurer

*Kevin Mahoney*  
Designee

School Committee Member

Jeffrey Sands

Assistant Superintendent for  
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL  
DISTRICT

Fund		Amount
001	GENERAL FUND	\$99,366.95
202	REVOLVING FUNDS	\$72.99
302	94-142 IDEA 240	\$0.00
502	PRIVATE GRANTS & GIFTS	\$1,177.37
		<b>\$100,617.31</b>

# HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2685

Voucher Date: 03/15/2019

Prepared By:

*Rain F. Mahoney*  
Printed: 03/13/2019 01:45:39 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$143,542.93 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2018 to June 30, 2019 (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

*Rain F. Mahoney*  
Kevin Mahoney Assistant District Treasurer

*Kevin Mahoney*  
Designee School Committee Member

*Jeffrey Sands*  
Jeffrey Sands Assistant Superintendent for Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund		Amount
001	GENERAL FUND	\$99,357.51
202	REVOLVING FUNDS	\$5,777.56
205	ATHLETIC/EXTRA CURR REVOLVING	\$13,653.86
452	CAPITAL PROJECT FY19/FY20	\$24,754.00
		<b>\$143,542.93</b>

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# HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 19

Voucher Date: 03/15/2019

Prepared By:

*Kevin F. Mahoney*  
Printed: 03/13/2019 02:45:34 PM

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HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$9,415.07 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2018 to June 30, 2019 (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.

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Donald Gallant

District Treasurer

*Kevin F. Mahoney*  
Kevin Mahoney

Assistant District Treasurer

*Kevin F. Mahoney*  
Designee

School Committee Member

Jeffrey Sands

Assistant Superintendent for  
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL  
DISTRICT

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Fund		Amount
001	GENERAL FUND	\$8,580.33
202	REVOLVING FUNDS	\$0.00
205	ATHLETIC/EXTRA CURR REVOLVING	\$156.99
301	TITLE I	\$638.29
302	94-142 IDEA 240	\$0.00
304	EARLY CHILDHOOD	\$0.00
701	CAFETERIA FUNDS	\$39.46
		<hr/> <b>\$9,415.07</b>

# HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1035

Voucher Date: 03/15/2019

Prepared By:

*Kevin F. Mahoney*  
Printed: 03/13/2019 02:31:18 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$768,734.77 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2018 to June 30, 2019 (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 F. Mahoney*  
Kevin Mahoney

Assistant District Treasurer

Designee

School Committee Member

Jeffrey Sands

Assistant Superintendent for  
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL  
DISTRICT

Fund	Amount
001 GENERAL FUND	\$768,734.77
	<b>\$768,734.77</b>





## Agenda

1. Relationship Team
2. Overview: Rockland Trust Company
3. Overview: Investment Management Group
4. Team Coverage
5. Investment Process
6. Investment Performance

## Rockland Trust Company

- Full-service community bank serving Massachusetts (including Cape Cod and the islands) and Rhode Island.
- Established in 1907, Rockland Trust provides a wide-range of personal, business, investment, and insurance products and services.
- The largest commercial bank headquartered in Massachusetts with assets of \$8.8 billion.
- A network of 87 retail branches, fourteen commercial lending centers, six mortgage banking centers, and eight Investment Management Group offices.
- Sole banking subsidiary of Independent Bank Corp. (NASDAQ: INDB)



The Chartered Financial Analyst (CFA) designation is conferred by the CFA Institute to financial analysts who complete a series of rigorous examinations. CFA charterholders are obligated to adhere to a strict code of ethics and standards governing their professional conduct.



The Certified Financial Planner (CFP®) designation is administered by the CFP Board. CFP applicants must pass a comprehensive certification examination, pass the CFP Board's Fitness Standards for Candidates and Registrants, and agree to abide by the CFP Board's Code of Ethics and Professional Responsibility which puts clients' interests first.



Institute of Certified Bankers

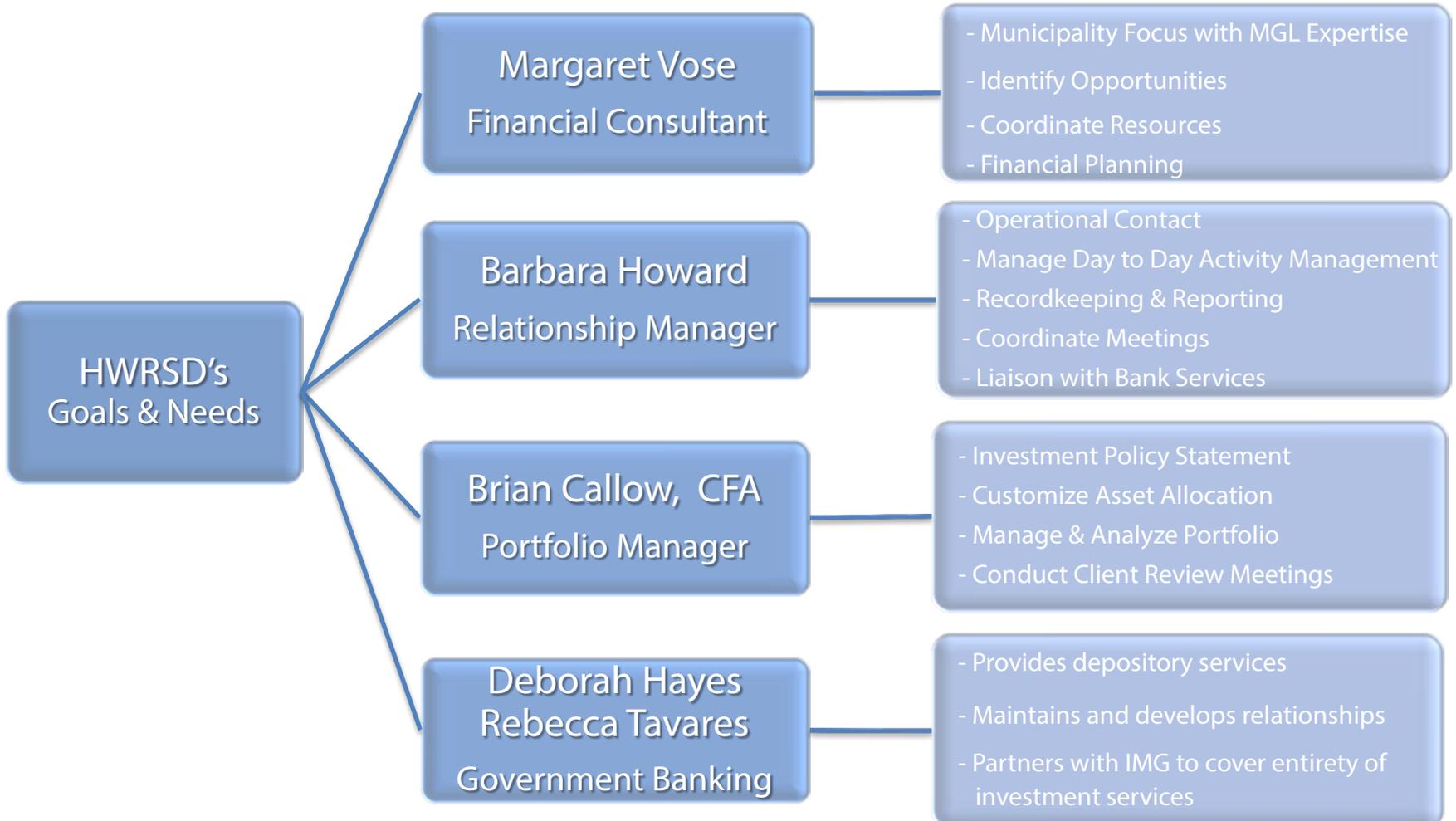
The Certified Trust and Financial Advisor (CTFA) certification was established and is endorsed by the American Bankers Association. To qualify for the certification, individuals must have substantial levels of experience and education in the wealth management profession, pass a comprehensive exam and agree to abide by a strict code of ethics.

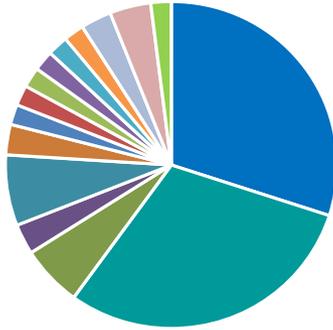
## Investment Management Group

- Holds \$3.8 billion in assets under management.
- Invests for municipalities, not-for-profits, and corporations as well as high net worth individuals.
- Provide municipalities with a dedicated team and the expertise of 75 investment professionals.
- Team members hold high-level professional designations, including:
  - Eight CFA charterholders
  - Fifteen CFP® practitioners
  - Seven CTFA practitioners
  - One CPA
  - Two Trust & Estate Planning attorney
- One of the largest independent investment advisors in Greater Boston.\*
- Maintain eight investment offices: Boston, Edgartown, Franklin, **Hanover**, Milford, Hyannis, Osterville , and Providence, RI.

\* Source: Boston Business Journal

## Roles & Responsibilities of Your Team





## Asset Allocation: Why it's important

**It is our steadfast belief that the key to investment success is proper asset allocation.**

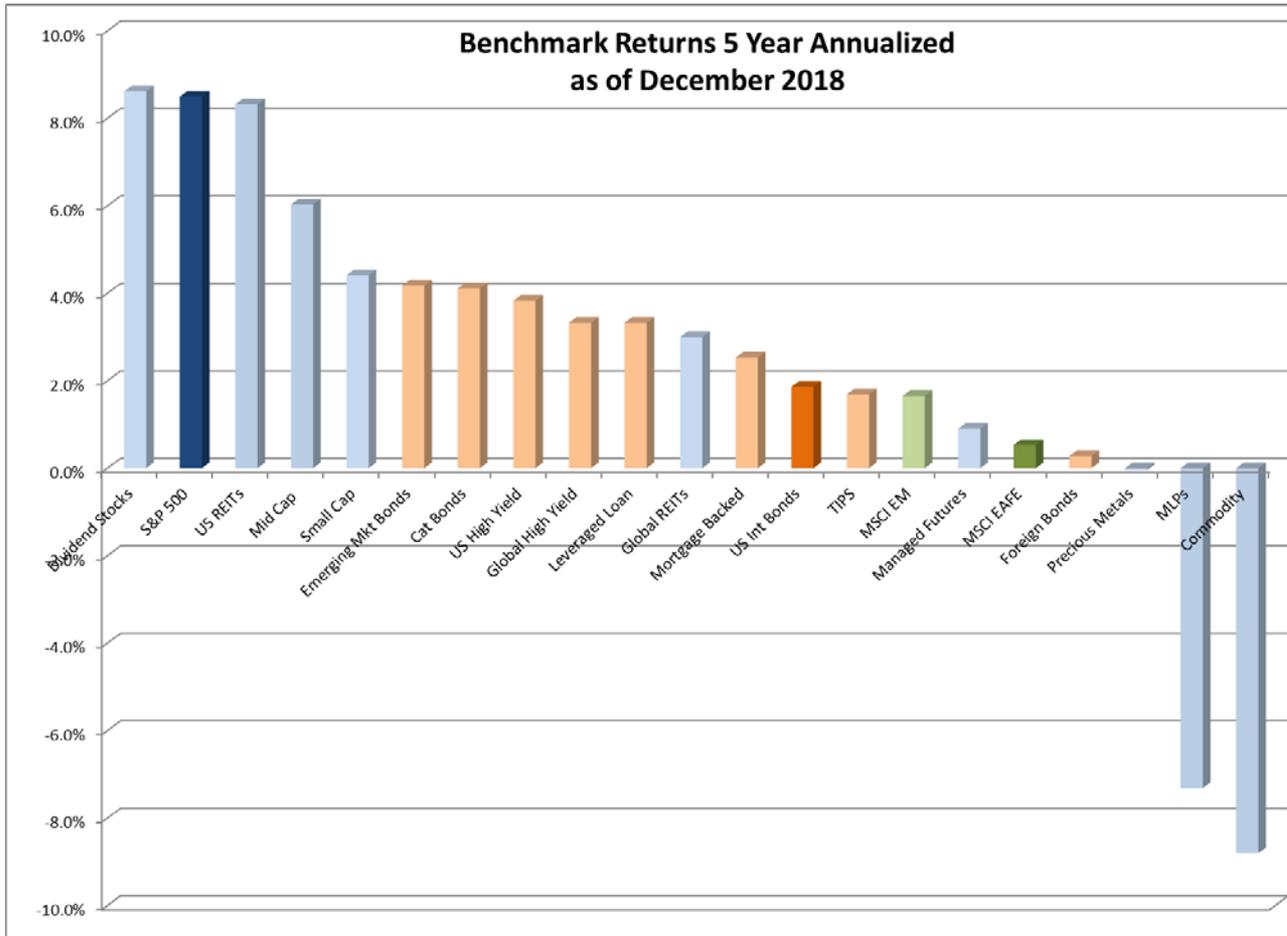
For OPEB investing, constructing a strong long-term asset allocation is critical to improving a municipality's discount rate.

Asset allocation is the process of identifying the best fitting investments for a client portfolio. Proper allocation is essential to creating a well-diversified, optimally-performing portfolio.

The Investment Management Group uses a strategic approach to allocation. Portfolios are constructed using a well-diversified mix of assets and asset classes with the objective of lowering overall portfolio risk.

### **Factors we consider to determine how we allocate your investments:**

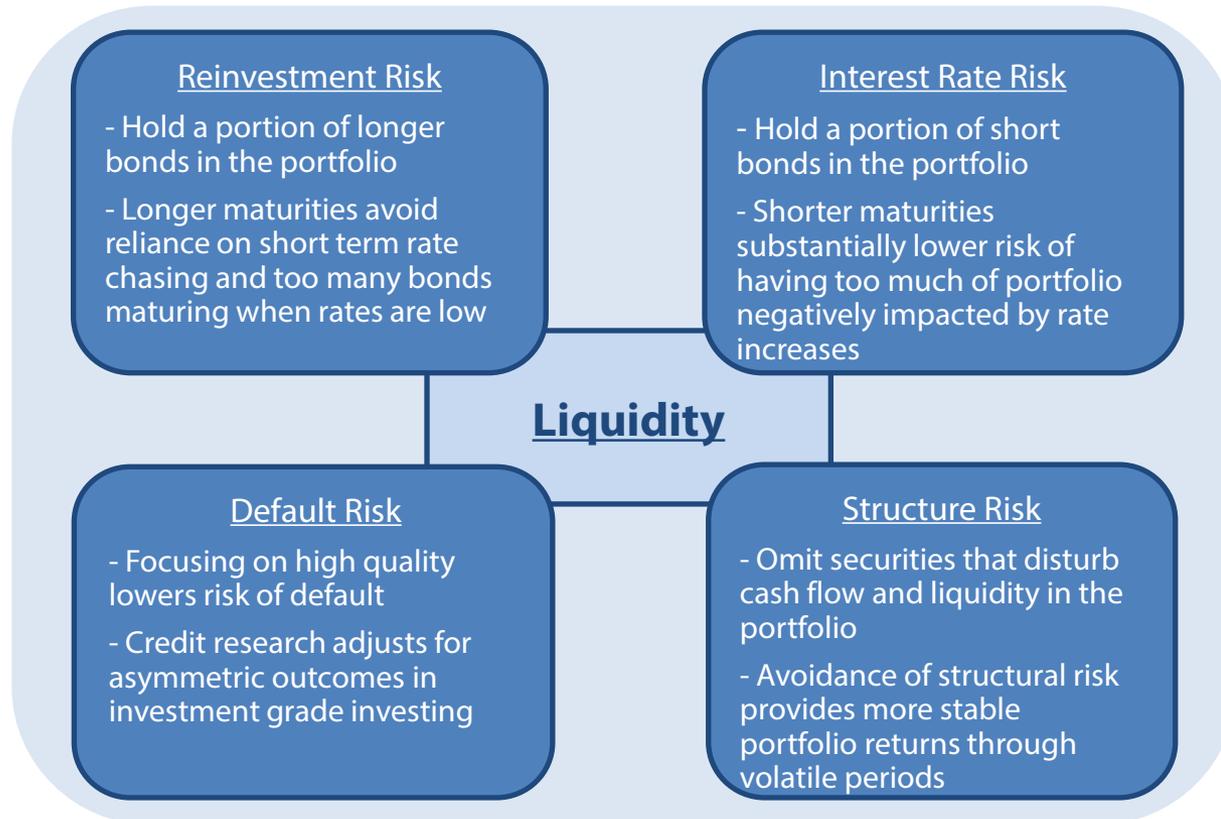
- Your willingness to accept risk and tolerate volatility
- How much time you have to invest (time horizon)
- Distribution requirements
- Determine time horizon for municipal funds:
  - Stabilization
  - Trust – library, cemetery, scholarship
  - OPEB



Benchmarks: Mid Cap - S&P MidCap 400, Small Cap- Russell 2000 , MLPs-Alerian MLP, Commodity-Bloomberg Commodity, US REITs-FTSE NAREIT All Equity REITs, Managed Futures-Credit Suisse Managed Futures, US Int Bonds-BBgBarc Intermediate Govt/Credit, TIPS-BBgBarc US Treasury TIPS, US High Yield-BBgBarc US Corporate High Yield Foreign Bonds-FTSE WGBI NonUSD, Emerging Mkt Bonds-JPM EMBI Global, Leveraged Loan-Credit Suisse Leveraged Loan,Cat Bonds-SwissRe Cat Bond, Mortgage Backed-BBgBarc MBS, Precious Metals-S&P GSCI Precious Metal, Global High Yield-BBgBarc Global High Yield, S&P 500 Index, Dividend Stocks-Morningstar Dividend Leaders, Global REITs-FTSE EPRA NAREIT Developed ex US, MSCI EAFE NR USD, MSCI EM NR USD

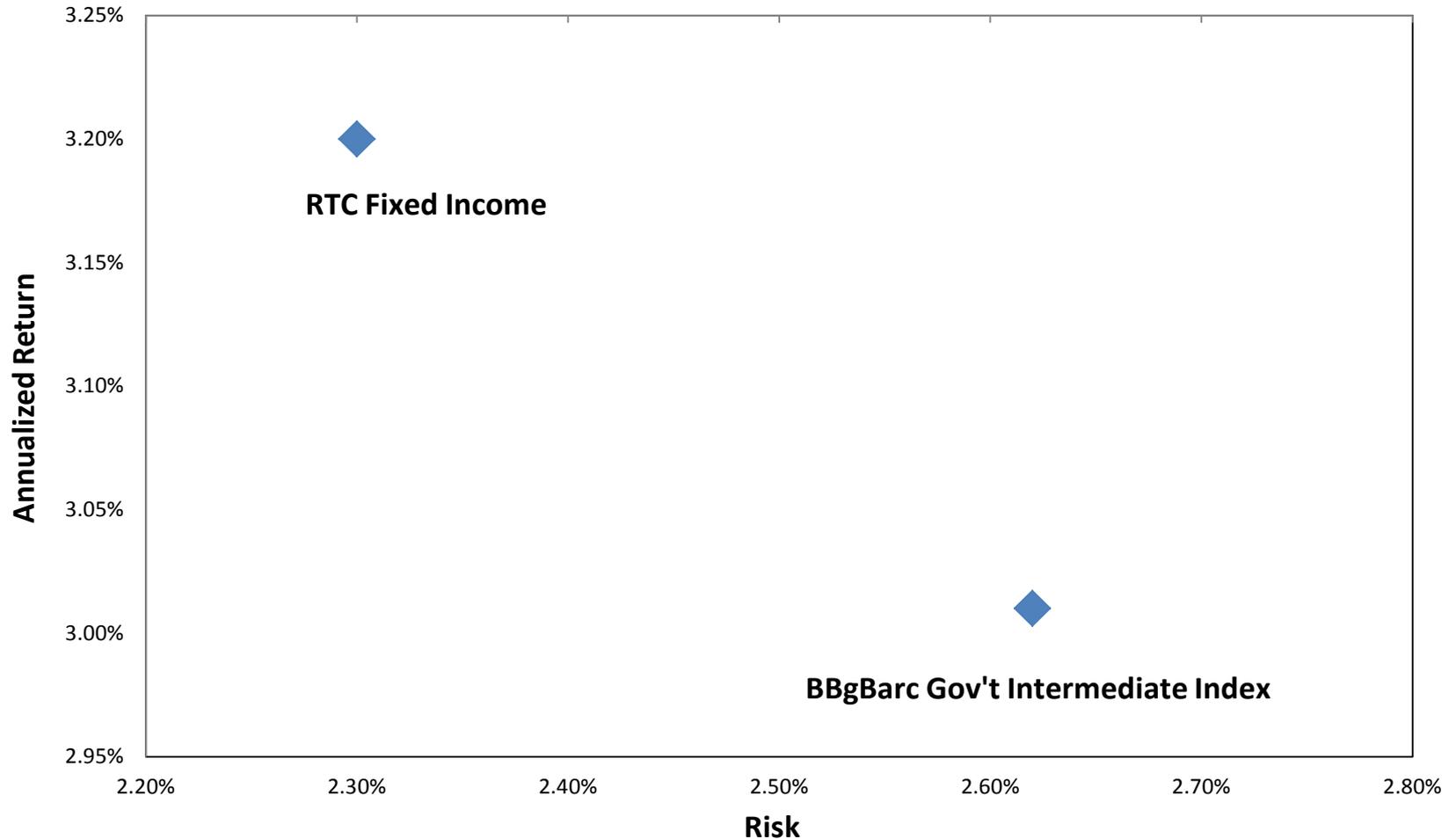
# Fixed Income Process

## 5-Factor Model



## Risk Return since 1/1/2005

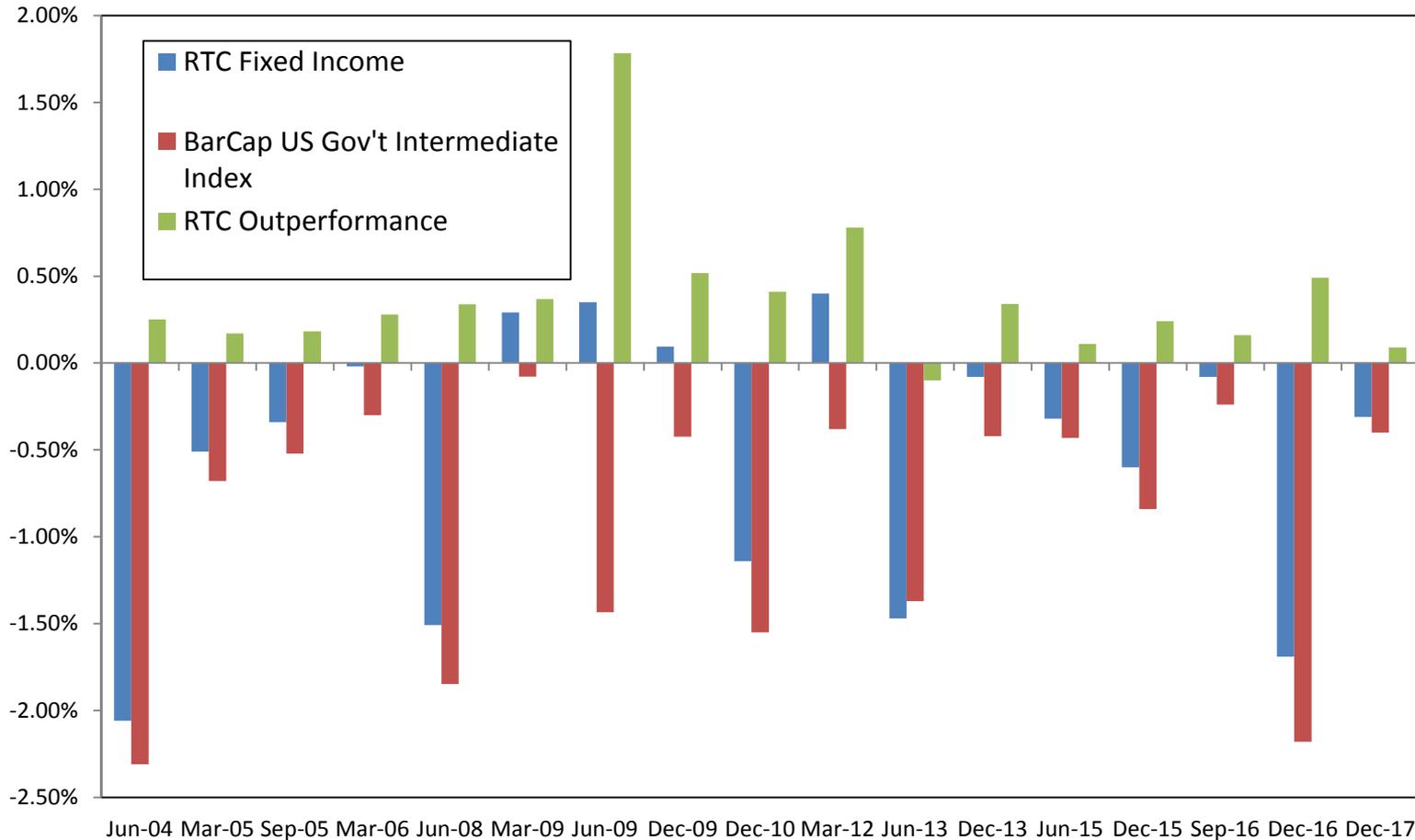
*Greater return with less risk*



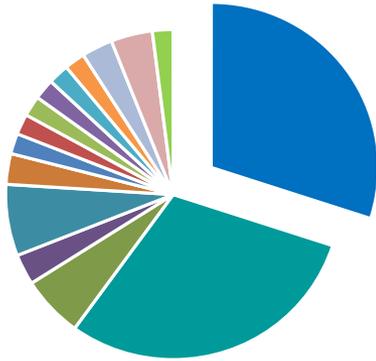
*Risk is defined as the standard deviation of monthly returns, annualized.*

## Performance in Negative Quarters

*Rockland Trust protects principal during negative periods.*



*Investment results shown do not reflect advisory fees. Past performance is not indicative of future results.*

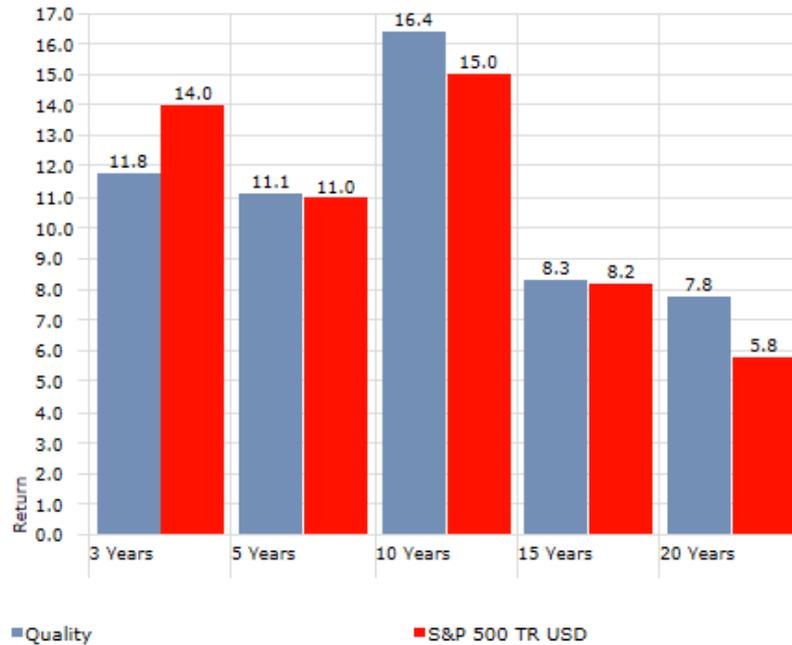


## Core Equity

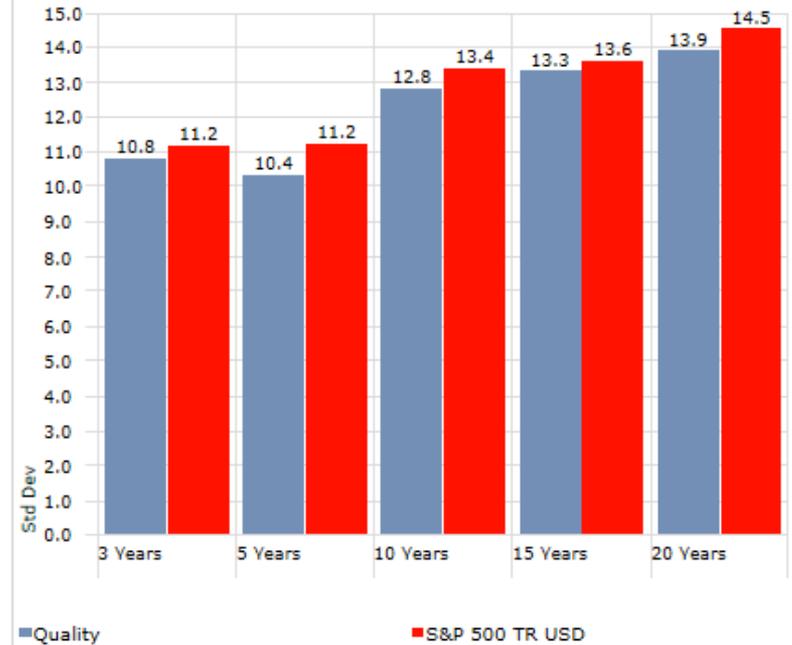
- We have identified two market anomalies that have historically delivered value in Large Cap Core investing. We believe these anomalies will persist in the future.
  - Quality companies out-perform over time on a risk adjusted basis. As such, we invest in only the highest quality businesses across all sectors of the economy.
  - The 10 economic sectors have relatively low correlation to one another. As a result, equal weighting the 10 sectors at all times enhances return and reduces risk.
- A strategy based on these anomalies results in a portfolio that is diversified, yet focused. Our approach enables our clients to achieve superior, long term results with a margin of safety in down markets.

# Quality – Risk/Return

**Returns\*: Quality vs. S&P 500\*\***



**Volatility\*: Quality vs. S&P 500\*\***



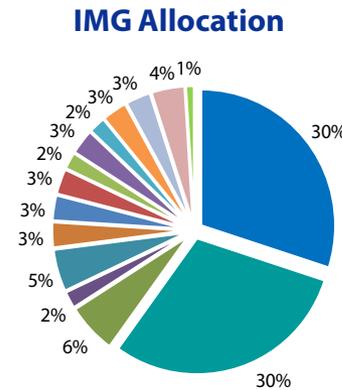
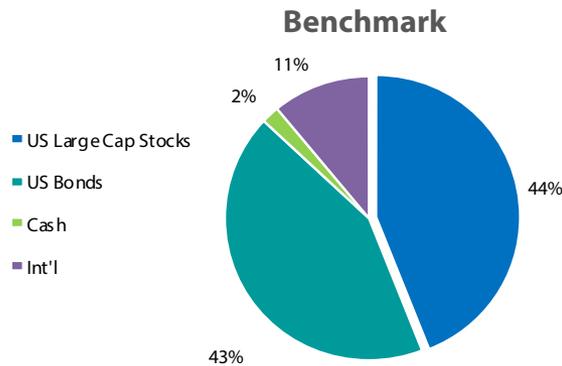
Quality securities have consistently outperformed the broad index in terms of returns and risk throughout various time horizons

\*Returns and standard deviations of the S&P 500 are annualized through December 31, 2018

\*\*Based on S&P quality rank classification. The S&P 500 High Quality index was discontinued on 9/30/2016. Returns and standard deviations represent a blend of the S&P 500 High Quality Index through September 30th, 2016 and S&P Quality Index from September 30th, 2016 through the most recent quarter end. High Quality represents ranks of A, A-, and B+.

# The benefits of diversification: Balanced

1/1997-12/2018

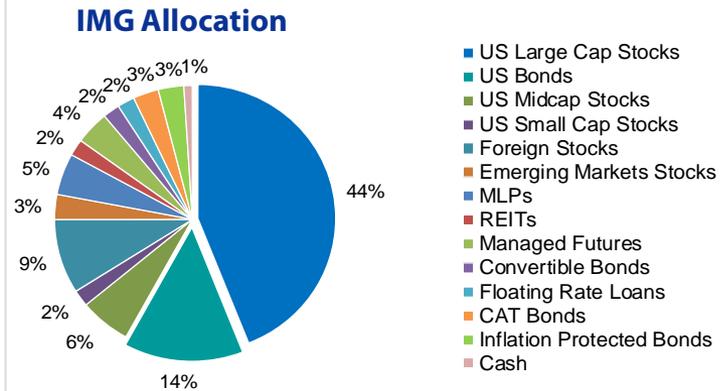
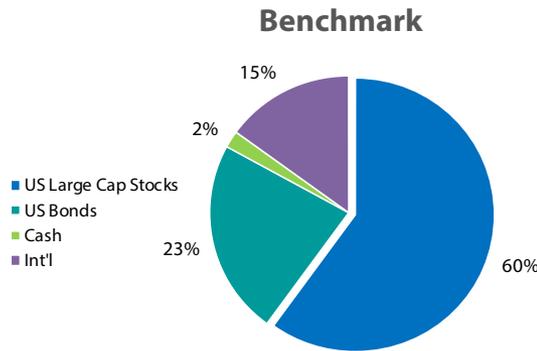


- US Large Cap Stocks
- US Bonds
- US Mid Cap Stocks
- US Small Cap Stocks
- Foreign Stocks
- Emerging Market Stocks
- REITs
- MLPs
- Managed Futures
- Convertible Bonds
- Floating Rate Loans
- Inflation Protected Bonds
- EM Debt
- Foreign Bonds
- Cash

	Benchmark	IMG Allocation	
Annual Returns	6.28%	<b>6.54%</b>	Rockland Trust Company returns based on historical returns for Rockland Trust Tax Exempt Composite. Portfolio strategy returns based on actual fund returns.
Annualized Volatility	8.13%	<b>7.73%</b>	
Risk Adjusted Returns	5.95%	<b>6.24%</b>	
Tech Bubble Return (1/98-3/00)	14.74%	<b>10.93%</b>	Traditional allocation return data based on BarCap Int. Govt. Credit, T-Bill Returns, S&P 500 and MSCI EAFE (1/97 - 12/18)
Tech Crash Return (4/00-12/02)	-3.23%	<b>2.24%</b>	
2008 Return	-20.51%	<b>-19.69%</b>	
Since March '09	9.33%	<b>8.68%</b>	

## The benefits of diversification: Growth

1/1997-12/2018



	Benchmark	IMG Allocation	Rockland Trust Company returns based on historical returns for Rockland Trust Tax Exempt Composite. Portfolio strategy returns based on actual fund returns.
Annual Returns	6.60%	<b>7.09%</b>	Traditional allocation return data based on BarCap Int. Govt. Credit, T-Bill Returns, S&P 500 and MSCI EAFE (1/97 - 12/18)
Annualized Volatility	11.10%	<b>10.25%</b>	
Risk Adjusted Returns	5.99%	<b>6.56%</b>	
Tech Bubble Return (1/98-3/00)	18.17%	<b>14.45%</b>	
Tech Crash Return (4/00-12/02)	-8.19%	<b>-2.66%</b>	
2008 Return	-29.04%	<b>-26.12%</b>	

## Historical Returns

As of 12/31/2018

Name	Total Return 1 Year	Total Return* 3 Years	Total Return* 5 Years	Total Return* 10 Years	Total Return* 20 Years
<b>RTC Managed Balanced (45% Fixed Income/55% Equity)</b>	-3.44%	4.50%	3.60%	7.31%	5.63%
<b>RTC Managed Growth (25% Fixed Income/75% Equity)</b>	-4.94%	4.98%	4.12%	8.65%	5.78%

## Annual Calendar Returns

Annual Returns	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
RTC Balanced	11.15%	7.85%	-19.69%	18.72%	12.64%	0.97%	10.39%	13.79%	5.45%	-0.81%	7.05%	10.38%	-3.44%
RTC Growth	13.36%	7.95%	-26.12%	21.72%	14.25%	-0.09%	12.48%	19.84%	6.66%	-0.86%	7.81%	12.89%	-4.94%

Past performance does not guarantee future results. The value or income associated with a security or an investment may fluctuate. There is always the potential for loss as well as gain. Asset allocation and diversification do not assure or guarantee better performance and cannot eliminate the risk of investment losses.

# Municipal Team Contact Directory

## Investment Management Group:

**Margaret Vose**

*Vice President & Financial Consultant*

P: 781.982.6320

F: 508.732.7758

E: [Margaret.Vose@RocklandTrust.com](mailto:Margaret.Vose@RocklandTrust.com)

**Barbara G. Howard**

*Senior Vice President &*

*Direct of Relationship Management*

P: 781.982.6776

F: 508.732.7755

E: [Barbara.Howard@RocklandTrust.com](mailto:Barbara.Howard@RocklandTrust.com)

**Brian Callow, CFA**

*Senior Vice President & Portfolio Manager*

P: 781.982.6460

F: 508.732.7718

E: [Brian.Callow@RocklandTrust.com](mailto:Brian.Callow@RocklandTrust.com)

**Jeffrey F. Smith, CFP®, CRPC**

*Senior Vice President & Financial Consultant*

P: 781.982.6793

F: 508.732.7768

E: [Jeffrey.Smith@RocklandTrust.com](mailto:Jeffrey.Smith@RocklandTrust.com)

## Government Banking:

**Deborah Hayes**

*First Vice President & Municipal Services Officer*

P: 781.982.6797

F: 508.732.7469

E: [Deborah.Hayes@RocklandTrust.com](mailto:Deborah.Hayes@RocklandTrust.com)

**Rebecca L. Tavares**

*AVP & Municipal Calling Officer*

P: 781.982.6774

F: 508.732.7901

E: [Rebecca.Tavares@RocklandTrust.com](mailto:Rebecca.Tavares@RocklandTrust.com)

## Support Team:

**Gregory Rando, CTFA**

*Senior Investment & Trust Administrator*

P: 781.982.6773

F: 508.732.7653

E: [Gregory.Rando@RocklandTrust.com](mailto:Gregory.Rando@RocklandTrust.com)

**Elizabeth Moorhead**

*Municipal Banking Specialist*

P: 781.982.6795

F: 508.830.4733

E: [Elizabeth.Moorhead@RocklandTrust.com](mailto:Elizabeth.Moorhead@RocklandTrust.com)

## Investment Management Group Offices

### **Boston, MA**

101 Arch Street  
Floor 20, Suite 1200  
Boston, MA 02110  
617.737.8102

### **Edgartown, MA**

2 South Water Street  
Edgartown, MA 02539

### **Franklin, MA**

58 Main St.  
Franklin, MA 02038  
800.658.4400

### **Hanover, MA**

Rockland Trust Building  
2036 Washington Street  
Hanover, MA 02339  
800.826.6101  
401.273.4093

### **Hyannis, MA**

765 Main Street  
Hyannis, MA 02601  
508.778.7375

### **Milford, MA**

300 East Main Street  
Milford, MA 01757  
508.244.5178

### **Osterville, MA**

22 Wianno Avenue  
Osterville, MA 02655  
800.826.6101

### **Providence, RI**

10 Memorial Boulevard  
Suite 904  
Providence, RI 02903  
401.273.4093

### **Worcester, MA**

100 Front Street  
Worcester, MA 01608  
781.982.6523

## Important Disclosures

Investments in stocks, bonds, mutual funds and other securities are not bank deposits or obligations, are not guaranteed by any bank, and are not insured or guaranteed by the FDIC, The Federal Reserve board, or any other government agency. Investment in stocks, bonds and mutual funds involves risk, including possible loss of principal invested.

Rockland Trust provides administrative services for some mutual funds used as investments in client accounts. When such an arrangement is in place, the mutual fund company may compensate Rockland Trust directly for the services rendered, which may be up to maximum fee of .30% of the average fund balance per annum. Mutual fund performance is stated net of any administrative and other costs imposed by the mutual fund company, which may include compensation to Rockland Trust.

Rockland Trust services some mutual funds for which it may be compensated by those funds.

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**HAMILTON-WENHAM**  
**REGIONAL SCHOOL DISTRICT**

*FY20 Superintendent's Budget Recommendation*  
*OPEB Presentation Only*  
*January 2, 2019*

Prepared by:

Jeffrey D. Sands, Assistant Superintendent of Schools



# FY20 Budget

## OPEB Trust Fund Recommendation

- Background Information
  - The District has not yet established an OPEB Trust Fund.
  - In April 2018, the District engaged the services of Odyssey Advisors to prepare an updated GASB 74/75 OPEB Actuarial Valuation to be referenced during the 2018 Annual Audit and FY20 Budget Process.
  - On May 11, 2018, Odyssey Advisors completed the updated report with a valuation date of July 1, 2017 and reporting dates for the Fiscal Years Ending June, 30, 2018 and June 30, 2019.
  - The District's OPEB Liability as of the July 1, 2018 Measurement Date is \$35,395,182 .
  - The discount rate used by Odyssey Advisors in this valuation is 3.25% (tied to the S&P Municipal 20 Year Bond Index)
  - Note: The discount rate is the rate used to value the cost of future obligations. In simple terms, the discount rate is determined by estimating the expected rates of return from investments over the long term. Higher discount rates yield lower liabilities and vice versa.



# FY20 Budget

## OPEB Trust Fund Recommendation

- Background Information (concluded)
  - In order to establish an OPEB Trust Fund, the Regional School Committee must first accept MGL Chapter 32B Section 20. This is the section of MGL which governs the establishment and activity of OPEB Trust Funds.
  - According to MGL c.32B s.20, “In a Regional School District, appropriations of amounts to an OPEB Fund may be made only in the annual budget submitted to the member towns for approval” and that “the treasurer shall be the custodian of the OPEB Fund”.
  - During the September - December 2018 timeframe, my office conducted a Qualifications-Based review of four (4) OPEB Trust Fund Advisors with the goal of recommending the top-rated Advisor to the School Committee during the FY20 Budget Process.
  - During the November – December 2018 timeframe, my office worked with Odyssey Advisors to develop several funding scenarios with the goal of recommending a single funding strategy to the School Committee during the FY20 Budget Process.



# FY20 Budget

## OPEB Trust Fund Recommendation

- Recommendations to the School Committee
  - Engage with our top-rated firm to serve as the District’s OPEB Trust Fund Advisor going forward. Our recommended Advisor is:

Rockland Trust Investment Management Group.
  - Accept our 30 Year Funding Strategy proposal that reflects a long-term funding program that will achieve a Plan Funded Ratio of 100% (i.e. fully funded) by 2049. Funding program highlights include:
    - \$250,000 in FY20, increasing by \$250,000 per year to \$1.25M per year in FY24 and then \$1.25M per year until FY49; *plus*
    - An additional \$1.54M per year beginning in FY37 once the Essex Pension system is fully funded (these funds would be reallocated from pension to OPEB).
  - Approve our Year 1 OPEB Funding Recommendation of \$250,000 which has been incorporated into our FY20 Budget Recommendation.



# FY20 Budget

## OPEB Trust Fund Recommendation

- Recommendations to the School Committee (concluded)
  - Develop a School Committee OPEB Trust Fund Funding Policy that incorporates our proposed 30 Year Funding Strategy as well as our proposed schedule of Employer Excess Payments to be made into the Trust Fund.
  - Work with the team at Rockland Trust Investment Management Group to establish our Trust Fund by June 30, 2019 which will including but not limited be limited to the following:
    - Adopt MGL Chapter 32B Section 20
    - Establish a Formal Trust Agreement including naming Trustees
    - Develop Investment Policy Statement (Asset Allocation)
  - Deposit our first Employer Contribution into the Trust Fund on or around July 1, 2019.



# FY20 Budget – OPEB Trust Fund Recommendation

## 30 Year Funding Strategy Proposal

**Scenario 7 - Funding \$250k Increasing by \$250k per year to \$1.25 million and Deferred Pension Funding - 5.50% discount rate**

For the Fiscal Year	Period Ending on the Measurement Date of:	I. Total OPEB Liability ("TOL") as of Measurement Date	II. Fiduciary Net Position as of Measurement Date with expected 6.50% return	III. Net OPEB Liability (Asset) [I. - II.]	IV. Funded Ratio [II. / I.]	V. Employer Share of Premiums / Claims	VI. Excess Employer Payments (beyond claims)	VII. Total Employer Payments [V. + VI.]
2018	July 1, 2017	24,849,777	0	24,849,777	0.00%	748,115	0	748,115
2019	July 1, 2018	26,252,732	0	26,252,732	0.00%	913,041	0	913,041
2020	July 1, 2019	27,758,271	257,997	27,500,274	0.93%	975,651	250,000	1,225,651
2021	July 1, 2020	29,200,591	790,761	28,409,830	2.71%	1,052,267	500,000	1,552,267
2022	July 1, 2021	30,793,341	1,616,152	29,177,189	5.25%	1,140,423	750,000	1,890,423
2023	July 1, 2022	32,440,228	2,753,190	29,687,038	8.49%	1,236,903	1,000,000	2,236,903
2024	July 1, 2023	34,137,172	4,222,133	29,915,039	12.37%	1,352,975	1,250,000	2,602,975
2025	July 1, 2024	35,881,414	5,786,557	30,094,857	16.13%	1,438,428	1,250,000	2,688,428
2026	July 1, 2025	37,691,935	7,452,669	30,239,266	19.77%	1,531,500	1,250,000	2,781,500
2027	July 1, 2026	39,548,183	9,227,078	30,321,105	23.33%	1,621,246	1,250,000	2,871,246
2028	July 1, 2027	41,506,439	11,116,824	30,389,615	26.78%	1,718,317	1,250,000	2,968,317
2029	July 1, 2028	43,534,723	13,129,403	30,405,320	30.16%	1,797,427	1,250,000	3,047,427
2030	July 1, 2029	45,688,568	15,272,800	30,415,768	33.43%	1,888,172	1,250,000	3,138,172
2031	July 1, 2030	48,015,849	17,555,517	30,460,332	36.56%	1,990,943	1,250,000	3,240,943
2032	July 1, 2031	50,410,333	19,986,611	30,423,722	39.65%	2,128,378	1,250,000	3,378,378
2033	July 1, 2032	52,826,761	22,575,726	30,251,035	42.74%	2,255,489	1,250,000	3,505,489
2034	July 1, 2033	55,308,383	25,333,134	29,975,249	45.80%	2,400,148	1,250,000	3,650,148
2035	July 1, 2034	57,942,727	28,269,773	29,672,954	48.79%	2,496,176	1,250,000	3,746,176
2036	July 1, 2035	60,738,008	31,397,294	29,340,714	51.69%	2,634,731	1,250,000	3,884,731
2037	July 1, 2036	63,516,805	36,342,250	27,174,555	57.22%	2,701,260	2,814,113	5,515,373
2038	July 1, 2037	66,561,488	41,608,628	24,952,860	62.51%	2,826,790	2,814,113	5,640,903
2039	July 1, 2038	69,842,900	47,217,321	22,625,579	67.61%	2,973,497	2,814,113	5,787,610
2040	July 1, 2039	73,266,818	53,190,579	20,076,239	72.60%	3,071,823	2,814,113	5,885,936
2041	July 1, 2040	76,889,310	59,552,098	17,337,212	77.45%	3,213,924	2,814,113	6,028,037
2042	July 1, 2041	80,711,482	66,327,116	14,384,366	82.18%	3,403,858	2,814,113	6,217,971
2043	July 1, 2042	84,644,142	73,542,510	11,101,632	86.88%	3,615,600	2,814,113	6,429,713
2044	July 1, 2043	88,783,591	81,226,905	7,556,686	91.49%	3,766,425	2,814,113	6,580,538
2045	July 1, 2044	93,144,266	89,410,786	3,733,480	95.99%	3,931,420	2,814,113	6,745,533
2046	July 1, 2045	97,750,676	98,126,619	(375,943)	100.38%	4,108,245	2,814,113	6,922,358
2047	July 1, 2046	102,580,962	104,116,880	(1,535,918)	101.50%	4,272,822	(375,943)	3,896,879
2048	July 1, 2047	107,692,862	109,299,428	(1,606,566)	101.49%	4,468,219	(1,535,918)	2,932,301
2049	July 1, 2048	113,239,988	114,745,933	(1,505,945)	101.33%	4,686,433	(1,606,566)	3,079,867



**Brian R. Callow, CFA**

*Senior Vice President & Director of Fixed Income*

2036 Washington Street

Hanover, MA 02339

Phone: 781.982.6460

Fax: 508.732.7749

Brian.Callow@RocklandTrust.com

## Portfolio Manager

### **Brian R. Callow, CFA**

*Senior Vice President & Director of Fixed Income*

Brian Callow has worked in the investment management industry since 1992. As a portfolio manager, Brian is responsible for managing client portfolios, performing asset allocation, securities analysis, and setting investment policy. Brian is also the Director of Fixed Income and is responsible for fixed income research, trading, quantitative analysis, and external manager selection for the fixed income sectors.

Prior to joining Rockland Trust, Brian was a Vice President with Income Research & Management (IR&M), where he held the position of Senior Fixed Income Analyst. He was head of quantitative analysis and co-managed the convertible bond portfolios.

Brian holds a B.A. in Finance from Florida State University and is a cum laude graduate of Babson College's Olin School of Business MBA program. He is a CFA charterholder and is a member of the CFA Institute and the Boston Security Analyst Society.



**Matthew M. Roddy, CFA, CAIA**

*Vice President & Portfolio Manager*

101 Arch Street  
Suite 2020, Floor 20  
Boston, MA 02110  
Phone: 617.737.1290  
Mobile: 617.504.3823  
eFax: 508.732.7922  
Matthew.Roddy@RocklandTrust.com

## Portfolio Manager

### **Matthew M. Roddy, CFA, CAIA**

*Vice President & Portfolio Manager*

Matthew Roddy joined Rockland Trust in 2013 as Vice President and Portfolio Manager. Matthew is responsible for managing client portfolios, performing securities research, and setting investment policy. Matthew is also responsible for establishing and growing Rockland Trust's Boston investment office. Matthew has worked in the financial industry as an investment professional in Boston for the past 20 years.

Before joining Rockland Trust, Matthew was a Senior Vice President, Market Investment Director and Portfolio Manager with US Trust, Bank of America Private Wealth Management. In this role he led a team of fifteen professionals managing \$1.6 billion in assets for high net-worth families and smaller institutions. Prior to joining US Trust in 2005 Matthew had a successful 8 year career as a Financial Consultant with Charles Schwab, Co. and Salomon Smith Barney. Early in his career Matthew managed an accounting department for a transportation firm before entering the financial services industry.

Matthew is a CFA Charter holder (CFA), Chartered Alternative Investment Analyst (CAIA), Certified Trust and Financial Advisor (CTFA), a graduate of the American Bankers Association Graduate Trust School at Emory University and is a member of the Boston Security Analyst Society (BSAS). Matthew graduated from Providence College with a Bachelor of Science Degree in Health Policy and Management and is an active member in the Alumni Society. He volunteers his time at the Nativity Preparatory School for inner city youth and the St. Francis House serving the homeless community.

**Margaret Vose***Vice President & Financial Consultant*

150 Grossman Drive  
Braintree, MA 02184  
Phone: 781-982-6320  
eFax: 508-732-7758

[Margaret.Vose@RocklandTrust.com](mailto:Margaret.Vose@RocklandTrust.com)

## Financial Consultant

### **Margaret Vose**

*Vice President & Financial Consultant*

Margaret brings over 20 years experience to Rockland Trust. Previously, she worked with Fidelity Investments as Senior Vice President for Fidelity Financial Advisor Solutions. Her responsibilities included relationship management and new business development with corporations, insurance companies, and the public sector and higher education institutions investing directly in short term liquidity products in the eastern United States.

Prior to joining Fidelity, Margaret worked for the Boston Company as an Institutional Vice President in sales. She also worked for Scudder, Stevens & Clark for six years and relocated to San Francisco to establish their street level investment center. Margaret is also a board member for the New England Association of Financial Professionals (NEAFP) and the Ryan Harvey Foundation.

Margaret also has a Bachelor of Arts in history from Boston College and holds the FINRA Series 7 and 63 licenses.

**INTERMUNICIPAL AGREEMENT BETWEEN THE TOWN OF HAMILTON  
AND THE HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT**

**SCHOOL RESOURCE OFFICER**

Agreement made as of \_\_\_\_\_, 2019, (“Effective Date”) by and between the Town of Hamilton (“Hamilton”) and the Hamilton-Wenham Regional School District (“School District”), pursuant to G.L. c. 40, § 4A, for the supply of services of a School Resource Officer (“SRO”).

WHEREAS, the parties seek to implement an SRO program to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; facilitate appropriate information-sharing; and inform the parties’ collaborative relationship to best serve the school community;

WHEREAS, the School District has a need for an SRO for the District schools in Hamilton; and

WHEREAS, Hamilton is willing to provide a police officer to serve as SRO for the High School, the Miles River Middle School, the Winthrop Elementary School, and the Cutler Elementary School;

THEREFORE, Hamilton, by and through its Town Manager, and the School District by and through its School Committee, agree to the following:

**I. COORDINATION WITH MEMORANDUM OF UNDERSTANDING**

Pursuant to G.L. c. 71, § 37P, the Hamilton Police Chief (“Chief”) and the Superintendent of the Hamilton-Wenham Regional School District shall execute a Memorandum of Understanding of even date that describes the scope of the SRO program (“MOU”). This Agreement incorporates the terms and conditions of the MOU as if set forth in full herein.

**II. EMPLOYMENT**

The SRO shall at all times remain a Hamilton Police Officer under the direct authority and control of the Chief.

**III. HOURS**

The SRO shall be on site at the District schools during normal school hours throughout the school year as determined by the School District’s School Calendar.

The SRO may be on site on such other days and times as are requested by the Superintendent and approved by the Chief; approval shall not be unreasonably withheld. Prior to the beginning of each school year, the Superintendent shall provide the Chief with a schedule of

anticipated school events for that school year where the presence of the SRO is requested, this schedule will include but not be limited to school community presentations and programming on health & safety, major sporting events, major theatre and musical performances, junior & senior proms, High School graduation and related events, etc.

The needs of the Hamilton Police Department are always superior to the officer's service to the School District as SRO. The Chief at any time and in his sole discretion may recall the SRO for departmental service or rescind the SRO's appearance at the School District for a shift or scheduled event. In the event this occurs, the Chief will notify the Superintendent as soon as practicable.

#### **IV. SERVICES**

The SRO shall perform such duties and services as are set forth in the MOU.

#### **V. SRO SELECTION AND ANNUAL PERFORMANCE REVIEWS**

The SRO shall be selected and reviewed as set forth in the MOU.

#### **VI. SUPERVISION OF SRO AND CHAIN OF COMMAND**

At all times the SRO shall be an employee of the Hamilton Police Department, under the supervision of the Chief. The Chief will consult with the Superintendent as to the specific school(s) at which the SRO will report on a regular basis or for any specific shift or event.

The Superintendent of Schools shall inform the Chief prior to the start of any shift of any extraordinary services the Superintendent would like the SRO to perform. The Chief will inform the SRO whether he or she is approved to perform such services. In the event that an extraordinary matter arises during the shift that the Superintendent would like the SRO to address and the SRO is on site at a District School, the Superintendent may speak directly with the SRO who shall exercise his or her professional judgment as to whether the matter can first be approved by the Chief. In the event the SRO's judgment is that the matter must be addressed before approval from the Chief can be obtained, the SRO shall inform the Chief of the matter as soon thereafter as is practicable.

#### **VII. COSTS**

The salary, overtime, benefits, training, and all associated personnel costs ("costs") of the SRO shall be the exclusive responsibility of Hamilton. It is anticipated that the costs borne by Hamilton will be paid out of the proceeds of the Host Community Agreement between Hamilton and Green Meadows Farm, LLC dated August 20, 2018. For FY2020 (July 1, 2019 – June 30, 2020) Hamilton shall be exclusively responsible for all costs associated with the SRO. For

subsequent years, by December 1<sup>st</sup> of each year, the Hamilton Town Manager shall provide the Superintendent and Assistant Superintendent with a) an estimate of the costs to employ the SRO for the ensuing fiscal year and b) how much of those costs Hamilton intends to take responsibility for under this Agreement.

Hamilton shall maintain detailed records of all of the hours worked by the SRO. These records shall be made available for review by the School District upon request. Financial statements summarizing the services provided under this Agreement shall be provided by Hamilton to the School District on an annual basis within thirty days of the end of each fiscal year.

**VIII. DESIGNEE**

In the event the Chief is absent or unavailable, the Lieutenant shall serve as his/her designee.

In the event the Superintendent is absent or unavailable, the Assistant Superintendent shall serve as his/her designee.

**IX. AUTHORIZATION**

By vote of the Hamilton Board of Selectmen on \_\_\_\_\_, the Town Manager is authorized to execute this Agreement on behalf of the Town of Hamilton.

**X. RESOLUTION OF DISPUTES.** In the event that disputes arise among the parties in the interpretation or performance of this Agreement or the MOU, the dispute shall be submitted to an independent mediator agreed to by all parties, the costs of which shall be equally borne by all. In the event that the mediator's recommendations are not accepted, then any party may seek review in the Salem Superior Court.

**XI. AMENDMENT**

This Agreement may not be modified except as may be agreed to in writing and executed by all parties.

**XII. EFFECTIVE DATE AND DURATION OF AGREEMENT:**

This Agreement shall be effective as of the date of signing.

This Agreement is coterminous with the MOU.

**HAMILTON TOWN MANAGER**

\_\_\_\_\_

\_\_\_\_\_  
**DATE:**

**HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT**

_____	_____
_____	_____
_____	_____
_____	

\_\_\_\_\_  
**DATE:**

**Memorandum of Understanding**  
**Between**  
**The Hamilton-Wenham Regional School District**  
**and**  
**The Hamilton Police Department**

This memorandum (the “MOU”) is made by and between the Hamilton-Wenham Regional School District (the “District”) and the Hamilton Police Department (the “Police Department”) (collectively, the “Parties”). The Chief of Police of the Police Department (the “Chief”) and the Superintendent of the District are each a signatory to this MOU as authorized by G.L. c. 71, § 37P. This MOU is to be read in conjunction with the Agreement between the Town of Hamilton and the Hamilton-Wenham Regional School District dated [REDACTED] (“IMA”).

**I. Purpose**

The purpose of this MOU is to formalize and clarify the partnership between the District and the Police Department to implement a School Resource Officer (“SRO”) program (the “Program”) in the District schools in Hamilton in order to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; facilitate appropriate information-sharing; and inform the Parties’ collaborative relationship to best serve the school community.

This memorandum is not intended to, does not, and may not be relied upon to create any rights, substantive or procedural, enforceable by any person in any civil or criminal matter.

**II. Mission Statement, Goals, and Objectives**

The mission of the Program is to support and foster the safe and healthy development of all students in the District through strategic and appropriate use of law enforcement resources and with the mutual understanding that school participation and completion is indispensable to achieving positive outcomes for youth and public safety.

The Parties are guided by the following goals and objectives (the “Goals and Objectives”):

- To foster a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, and socioeconomic status;
- To promote a strong partnership and lines of communication between school and police personnel and clearly delineate their roles and responsibilities;
- To establish a framework for principled conversation and decision-making by school and police personnel regarding student misbehavior and students in need of services;
- To ensure that school personnel and SROs have clearly defined roles in responding to student misbehavior and that school administrators are responsible for code of conduct and routine disciplinary violations;

- To minimize the number of students unnecessarily out of the classroom, arrested at school, or court-involved;
- To encourage relationship-building by the SRO such that students and community members see the SRO as a facilitator of needed supports as well as a source of protection;
- To provide requirements and guidance for training including SRO training required by law and consistent with best practices, and training for school personnel as to when it is appropriate to request SRO intervention;
- To outline processes for initiatives that involve the SRO and school personnel, such as violence prevention and intervention and emergency management planning; and
- To offer presentations and programming to the school focusing on criminal justice issues, community and relationship building, and prevention, health, and safety topics.

### **III. Structure and Governance**

The Parties acknowledge the importance of clear structures and governance for the Program. The Parties agree that communicating these structures to the school community, including teachers and other school staff, students, and families, is important to the success of the Program.

#### **A. Process for Selecting SRO**

The Parties acknowledge that the selection of the SRO is a critical aspect of the Program and that it is important for the Parties and the school community to have a positive perception of and relationship with the SRO.

In accordance with state law, the Chief shall assign an officer whom the Chief believes would foster an optimal learning environment and educational community and shall give preference to officers who demonstrate the requisite personality and character to work in a school environment with children and educators and who have received specialized training in child and adolescent cognitive development, de-escalation techniques, and alternatives to arrest and diversion strategies. The Chief shall work collaboratively with the Superintendent in identifying officers who meet these criteria and in selecting the officer who is ultimately assigned as the SRO.

The Chief shall consider the following additional factors in the selection of the SRO:

- Proven experience working effectively with youth;
- Demonstrated ability to work successfully with a population that has a similar racial and ethnic makeup and language background as those prevalent in the student body, as well as with persons who have physical and mental disabilities;
- Demonstrated commitment to making students and school community members of all backgrounds feel welcomed and respected;
- Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem-solving, and community policing in a school setting;
- Knowledge of school-based legal issues (e.g., confidentiality, consent), and demonstrated commitment to protecting students' legal and civil rights;

- Knowledge of school safety planning and technology;
- Demonstrated commitment and ability to engage in outreach to the community;
- Knowledge of school and community resources;
- A record of good judgment and applied discretion, including an absence of validated complaints and lawsuits; and
- Public speaking and teaching skills.

In endeavoring to assign an SRO who is compatible with the school community, the Chief shall receive and consider input gathered by the Superintendent from the school principal(s) and representative groups of teachers, parents, and students, in addition to the Superintendent. In accordance with state law, the Chief shall not assign an SRO based solely on seniority.

The Chief shall take into account actual or apparent conflicts of interest, including whether an officer is related to a current student at the school to which the officer may be assigned as an SRO. As part of the application process, officers who are candidates for an SRO position shall be required to notify the Chief about any relationships with current students or staff members or students or staff members who are expected to join the school community (e.g., children who are expected to attend the school in the coming years). Any SRO who has a familial or other relationship with a student or staff member that might constitute an actual or apparent conflict of interest shall be required to notify his or her appointing authority at the earliest opportunity. The Police Department shall determine the appropriate course of action, including whether to assign another officer to respond to a particular situation, and will advise the SRO and the District accordingly. Nothing in this paragraph is intended to limit the ability of the SRO to respond to emergency situations in District schools.

## **B. Supervision of SRO and Chain of Command**

The SRO shall at all times remain a member of the Hamilton Police Department and report directly to the Chief.

To ensure clear and consistent lines of communication, the SRO shall meet at least monthly with the principal and any other school officials identified in Section V.A. The SRO shall ensure that the principal remains aware of material interactions and information involving the SRO's work, including, but not limited to, arrests and searches of students' persons and property, consistent with Section V.D.

## **C. Level and Type of Commitment from Police Department and School District**

The salary, benefits, training, and associated personnel costs of the SRO shall be covered by the terms of the IMA.

The School District will provide the SRO with dedicated office that can be secured and equipment so as to permit the SRO to perform all tasks and services set forth herein. Equipment at a minimum shall include a computer, printer, telephone, desk, desk chair

for the SRO, and chairs for at least two visitors. The office must have space for the SRO to meet with at least one student and a parent.

#### **D. Integrating the SRO**

The Parties acknowledge that proper integration of the SRO can help build trust, relationships, and strong communication among the SRO, students, and school personnel.

The District shall be responsible for ensuring that the SRO is formally introduced to the school community, including students, parents, and staff. The introduction shall include information about the SRO's background and experience, the SRO's role and responsibilities, what situations are appropriate for SRO involvement, and how the SRO and the school community can work together, including how and when the SRO is available for meetings and how and when the school community can submit questions, comments, and constructive feedback about the SRO's work. The introduction for parents shall include information on procedures for communicating with the SRO in languages other than English. The SRO shall also initiate communications with students and teachers to learn their perceptions regarding the climate of their school.

The SRO shall regularly be invited to and attend staff meetings, assemblies, and other school convenings. The SRO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues. If the District has access to a student rights training through a community partner or the District Attorney's Office, the school shall consider offering such a training to students, where practicable, at the start of each school year. The SRO shall make reasonable efforts to attend such training. The SRO shall not be utilized for support staffing, such as hall monitor, substitute teacher, or cafeteria duty.

The Parties acknowledge that the SRO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional concerns who have an individualized education program ("IEP") under the Individuals with Disabilities Education Act or a plan under Section 504 of the Rehabilitation Act ("504 Plan"). School personnel shall notify parents or guardians of such students of the opportunity to offer the SRO access to the portions of the IEP document or 504 Plan that address these accommodations or approaches. It is within the sole discretion of the parents or guardians to decide whether to permit the SRO to review such documents. If a parent or guardian provides such permission, the SRO shall make reasonable efforts to review the documents. Whenever possible, the school shall make available a staff member who can assist the SRO in understanding such documents.

The SRO shall participate in any District and school-based emergency management planning. The SRO shall also participate in the work of any school threat assessment team to the extent any information sharing is consistent with obligations imposed by the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g) (see further information in Section V).

## **E. Complaint Resolution Process**

The Parties shall develop and implement a simple and objective complaint resolution system for all members of the school community to register concerns that may arise with respect to the SRO or the Program. The system shall comply with Police Department policies and shall provide for timely communication of the resolution of the complaint to the complainant. The system shall also allow parents and guardians to submit complaints in their preferred language and in a confidential manner that protects the identity of the complainant from the SRO consistent with the SRO's due process rights and any applicable employment protections.

All students, parents, guardians, teachers, and administrators shall be informed of the complaint resolution system and procedures at the beginning of each school year.

The Parties shall develop and implement a system that allows for the SRO and other Police Department officers to register concerns, including concerns about misconduct by teachers or administrators, that may arise with respect to the Program.

## **F. Annual Review of the SRO and the SRO Program**

In accordance with state law, the Chief and the Superintendent shall annually review the performance of the SRO and the success and effectiveness of the Program in meeting the Goals and Objectives. The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent shall jointly develop and agree in advance on the metrics for measuring the SRO's performance and the success and effectiveness of the Program. The review shall include measures that reward the SRO's performance, subject to the terms of any applicable collective bargaining agreements, for compliance with the terms of this MOU and the SRO's contributions to achieving the mission, purpose, goals, and objectives as set forth in Sections I and II. The review shall consider SRO efforts to prevent unnecessary student arrests, citations, court referrals, and other use of police authority. The review shall also assess the extent of the SRO's positive interactions with students, families, and staff and the SRO's participation in collaborative approaches to problem-solving, prevention, and de-escalation.

The Chief and Superintendent shall provide a mechanism for receiving feedback from the school community, including principal(s), teachers, students, and families of the school(s) to which the SRO is assigned. The Chief shall seriously consider any such feedback and shall make a good faith effort to address any concerns raised; however, the final selection and assignment of the SRO shall be within the sole discretion of the Chief. If the Superintendent recommends that the SRO not be assigned to a specific school, the Chief shall provide an explanation of any decision to maintain the SRO's assignment.

#### **IV. Roles and Responsibilities of the SRO and School Administrators and Staff in Student Misbehavior**

The Parties agree that school officials and the SRO play important and distinct roles in responding to student misbehavior to ensure school safety and promote a positive and supportive learning environment for all students.

Under state law, the SRO shall not serve as a school disciplinarian, as an enforcer of school regulations, or in place of school-based mental health providers, and the SRO shall not use police powers to address traditional school discipline issues, including non-violent disruptive behavior.

The principal or his or her designee shall be responsible for student code of conduct violations and routine disciplinary violations. The SRO shall be responsible for investigating and responding to criminal misconduct. The Parties acknowledge that many acts of student misbehavior that may contain all the necessary elements of a criminal offense are best handled through the school's disciplinary process. The SRO shall read and understand the student code of conduct for both the District and the school.

The principal (or his or her designee) and the SRO shall use their reasoned professional judgment and discretion to determine whether SRO involvement is appropriate for addressing student misbehavior. In such instances, the guiding principle is whether misbehavior rises to the level of criminal conduct that poses (1) real and substantial harm or threat of harm to the physical or psychological well-being of other students, school personnel, or members of the community or (2) real and substantial harm or threat of harm to the property of the school.

In instances of student misbehavior that do not require a law enforcement response, the principal or his or her designee shall determine the appropriate disciplinary response. The principal or his or her designee should prioritize school- or community-based accountability programs and services, such as peer mediation, restorative justice, and mental health resources, whenever possible.

For student misbehavior that requires immediate intervention to maintain safety (whether or not the misbehavior involves criminal conduct), the SRO may act to deescalate the immediate situation and to protect the physical safety of members of the school community. To this end, school personnel may request the presence of the SRO when they have a reasonable fear for their safety or the safety of students or other personnel.

When the SRO or other Police Department employees have opened a criminal investigation, school personnel shall not interfere with such investigation or act as agents of law enforcement. To protect their roles as educators, school personnel shall only assist in a criminal investigation as witnesses or to otherwise share information consistent with Section V, except in cases of emergency. Nothing in this paragraph shall preclude the principal or his or her designee from undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

A student shall only be arrested on school property or at a school-related event as a last resort or when a warrant requires such an arrest. The principal or his or her designee shall be consulted prior to an arrest whenever practicable, and the student's parent or guardian shall be notified as soon as practicable after an arrest. In the event of an investigation by the SRO that leads to custodial questioning of a juvenile student, the SRO shall notify the student's parent or guardian in advance and offer them the opportunity to be present during the interview.

In accordance with state law, the SRO shall not take enforcement action against students for Disturbing a School Assembly (G.L. c. 272, § 40) or for Disorderly Conduct or Disturbing the Peace (G.L. c. 272, § 53) within school buildings, on school grounds, or in the course of school-related events.

It shall be the responsibility of the District to make teachers and other school staff aware of the distinct roles of school administration and SROs in addressing student misbehavior, consistent with this Section and this MOU, as well as the Standard Operating Procedures accompanying this MOU and described in Section VIII.

## **V. Information Sharing Between SROs, School Administrators and Staff, and Other Stakeholders**

The Parties acknowledge the benefit of appropriate information sharing for improving the health and safety of students but also the importance of limits on the sharing of certain types of student information by school personnel. The Parties also acknowledge that there is a distinction between student information shared for law enforcement purposes and student information shared to support students and connect them with necessary mental health, community-based, and related services.

The Parties acknowledge that they are signatories to the Interagency Memorandum of Understanding for Schools with the Essex County District Attorney's Office. This MOU does not supersede, and is to be read in harmony with, the most current version of that Interagency MOU.

### **A. Points of Contact for Sharing Student Information**

In order to facilitate prompt and clear communications, the Parties acknowledge that the principal (or his or her designee) and the SRO are the primary points of contact for sharing student information in accordance with this MOU. The Parties also acknowledge that, in some instances, other school officials or Police Department employees may serve as key points of contact for sharing information, as well as those designated in the Interagency MOU. Such school officials and Police Department employees are identified below:

Superintendent of the Hamilton-Wenham Regional School District or his or her designee (see IMA)

Police Chief or his or her designee (see IMA)

Such Police Department employees are considered a part of the District's "Law Enforcement Unit" as defined in the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g).

## **B. Compliance with FERPA and Other Confidentiality Requirements**

At all times, school officials must comply with FERPA. This federal statute permits disclosures of personally identifiable information about students contained in educational records ("Student PII"), without consent, only under specific circumstances.

When the District "has outsourced institutional services or functions" to the SRO consistent with 34 C.F.R. § 99.31(a)(1)(i)(B) of FERPA, the SRO qualifies as a "school official" who can access, without consent, Student PII contained in education records about which the SRO has a "legitimate educational interest."

Consistent with 34 C.F.R. §§ 99.31(10) and 99.36 of FERPA, the SRO (or other Police Department employee identified in Section V.A.) may gain access, without consent, to Student PII contained in education records "in connection with an emergency if knowledge of the [Student PII] is necessary to protect the health or safety of the student or other individuals."

These are the *only* circumstances in which an SRO may gain access, without consent, to education records containing student PII (such as IEPs, disciplinary documentation created by a school, or work samples).

FERPA does not apply to communications or conversations about what school staff have observed or to information derived from sources other than education records.

In addition to FERPA, the Parties agree to comply with all other state and federal laws and regulations regarding confidentiality, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and state student record regulations at 603 C.M.R. 23.00. The Parties agree to collect only that student information necessary and relevant to fulfilling their respective roles, to share such information with each other only where required or allowed under this MOU, and not to share such information beyond the sharing contemplated in this MOU unless required to be shared by state or federal law. The Parties shall not collect or share information on a student's immigration status except as required by law.

## **C. Information Sharing by School Personnel**

### **1. For Law Enforcement Purposes**

Where the principal or his or her designee learns of misconduct by a student for which a law enforcement response may be appropriate (as described in Section IV), he or she should inform the SRO. If a teacher has information related to such misconduct, he or she may communicate this information directly to the SRO but

should also communicate such information to the principal or his or her designee. The Parties agree that the sharing of such information shall not and should not necessarily require a law enforcement response on the part of the SRO but shall and should instead prompt a careful consideration of whether the misconduct is best addressed by law enforcement action, by a school disciplinary response, or by some combination of the two.

Notwithstanding the foregoing, if student information is obtained solely during a communication with school staff deemed privileged or confidential due to the staff member's professional licensure, such communication shall only be disclosed with proper consent or if the communication is subject to the limits and exceptions to confidentiality and is required to be disclosed (e.g., mandatory reporting, immediate threats of harm to self or others). Additionally, if such student information is gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders," such information shall only be disclosed pursuant to the requirements of G.L. c. 71, § 97.

The Parties acknowledge that there may be circumstances in which parents consent to the disclosure of student information for law enforcement purposes (e.g., as part of a diversion program agreement) and that the sharing of information under such circumstances does not violate this Agreement.

The Parties also acknowledge that, from time to time, an emergency situation may arise that poses a real, substantial, and immediate threat to human safety or to property with the risk of substantial damage. School personnel having knowledge of any such emergency situation should immediately notify or cause to be notified both the Police Department (or the SRO if appropriate to facilitate a response) and the principal or his or her designee. This requirement is in addition to any procedures outlined in the school's student handbook, administrative manual, and/or School Committee policy manual.

Nothing in this section or this MOU shall prevent the principal or his or her designee from reporting possible criminal conduct by a person who is not a student.

## **2. For Non-Law Enforcement Purposes**

Based on their integration as part of the school community, SROs may periodically require access to student information for purposes that fall outside of the SRO's law enforcement role outlined in Section IV.

Student PII received by the SRO (or other Police Department employee identified in Section V.A.) that is not related to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student but may be used to connect a student or family with services or other supports. Prior to such a disclosure, whenever possible, the principal or his or her designee shall notify the parent, the student, or both, when such information will be shared with the SRO.

#### **D. Information Sharing by the SRO**

Subject to applicable statutes and regulations governing confidentiality, the SRO shall inform the principal or his or her designee of any arrest of a student, the issuance of a criminal or delinquency complaint application against a student, or a student's voluntary participation in any diversion or restorative justice program if:

- The activity involves criminal conduct that poses a (present or future) threat of harm to the physical or psychological well-being of the student, other students or school personnel, or to school property;
- The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., because of the Police Department's involvement with a student's family, the student may need or benefit from supportive services in school); or
- The activity involves actual or possible truancy.

The SRO shall provide such information whether the activity takes place in or out of school, consistent with the requirements of G.L. c. 12, § 32 (Community Based Justice information-sharing programs) and G.L. c. 71, § 37H (setting forth potential disciplinary consequences for violations of criminal law).

When the SRO observes or learns of student misconduct in school for which a law enforcement response is appropriate (as described in Section IV), the SRO shall convey to the principal or his or her designee as soon as reasonably possible the fact of that misconduct and the nature of the intended law enforcement response, and when the SRO observes or learns of student misconduct that does not merit a law enforcement response, but that appears to violate school rules, the SRO shall report the misconduct whenever such reporting would be required for school personnel.

#### **VI. Data Collection and Reporting**

In accordance with state law, the SRO and school administrators shall work together to ensure the proper collection and reporting of data on school-based arrests, citations, and court referrals of students, consistent with regulations promulgated by the Department of Elementary and Secondary Education.

The superintendent shall collect and report to the Police Chief all complaints received by or known to him related to the SRO or the program.

#### **VII. SRO Training**

In accordance with state law, the SRO shall receive ongoing professional development in:

- (1) child and adolescent development,
- (2) conflict resolution, and
- (3) diversion strategies.

Additional areas for continuing professional development may include, but are not limited to:

- Restorative practices
- Implicit bias and disproportionality in school-based arrests based on race and disability
- Cultural competency in religious practices, clothing preferences, identity, and other areas
- Mental health protocols and trauma-informed care
- De-escalation skills and positive behavior interventions and supports
- Training in proper policies, procedures, and techniques for the use of restraint
- Teen dating violence and healthy teen relationships
- Understanding and protecting civil rights in schools
- Special education law
- Student privacy protections and laws governing the release of student information
- School-specific approaches to topics like bullying prevention, cyber safety, emergency management and crisis response, threat assessment, and social-emotional learning

The SRO shall also receive certified basic SRO training on how to mentor and counsel students, work collaboratively with administrators and staff, adhere to ethical standards around interactions with students and others, manage time in a school environment, and comply with juvenile justice and privacy laws, to the extent that such training is available.

In year one (1) of the Program, the SRO shall attend as much training as deemed necessary by the Chief and Superintendent in order to properly qualify/prepare the officer for the role of SRO as defined in Section III (A.) and is required by law, but in no event shall that training be less than 12 hours. Thereafter, the SRO shall attend a minimum of 12 hours of training per year.

Where practicable, the District shall also encourage school administrators working with SROs to undergo training alongside SROs to enhance their understanding of the SRO's role and the issues encountered by the SRO.

### **VIII. Accompanying Standard Operating Procedures**

The Chief and the Superintendent shall coordinate and adopt Standing Operating Procedures, to the extent not covered by this MOU, to address such matters as:

- The SRO uniform and any other ways of identifying as a police officer;
- Use of police force, arrest, citation, and court referral on school property;
- A statement and description of students' legal rights, including the process for searching and questioning students and when parents and administrators must be notified and present;
- Protocols for SROs when school administrators, teachers, or other school personnel call upon them to intervene in situations beyond the role prescribed for them in Section IV;
- Protocols for diverting and referring at-risk students to school- and community-based supports and providers; and
- Clear guidelines on confidentiality and information sharing between the SRO, school staff, and parents or guardians.

**IX. Effective Date, Duration, and Modification of MOU**

This MOU shall be effective as of the date of signing.

This MOU shall be reviewed annually prior to the start of the school year. This MOU remains in full force and effect until amended or until such time as either of the Parties withdraws from this MOU by delivering written notification to the other Party, effective no less than three hundred and sixty-five days (365) from the receipt of such written notification.

Upon execution of this MOU by the Parties, a copy of the MOU shall be placed on file in the offices of the Chief and the Superintendent. The Parties shall also share copies of this Agreement with the SRO, any principals in schools where the SRO will work, and any other individuals whom they deem relevant or who request it.

\_\_\_\_\_  
Name:  
Superintendent of Schools  
Date: \_\_\_\_\_, 2019

\_\_\_\_\_  
Name:  
Chief of Police  
Date: \_\_\_\_\_, 2019



# HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

**REVISED**

*FY20 School Committee Budget*

*March 27, 2019*

*(Previously Adopted on February 13, 2019)*

Prepared by:

Michael M. Harvey, Ed.D., Superintendent of Schools  
Jeffrey D. Sands, Assistant Superintendent of Schools



# FY20 Budget

## *Superintendent's Recommendation*

Level Service

+

OPEB Trust Fund (OPEB)

### What Does “Level Service” Mean?

*Level Service is a continuation of the current services, activity, and programs of the District.*

For FY20, Level Service + OPEB translates into a spending increase in our Gross Operating Expenses (after Offsets) of \$1,902,703\* or 5.97% versus the FY19 Budget.

\* - Reduced by \$73,000 in expense associated with the SRO Program which was previously approved on February 13, 2019.



# FY20 Budget – District Totals

## *Level Service + OPEB: Net Assessment Budget*

Total Expenses						
	FY18 BUD	FY18 ACT	FY19 BUD	FY20 BUD	Difference	
General Operating Expense (Before Offsets)	\$ 31,403,624	\$ 31,434,715	\$ 33,097,866	\$ 35,201,408	\$ 2,103,543	6.36%
Expense Offsets	\$ 1,203,808	\$ 1,243,065	\$ 1,203,808	\$ 1,404,648	\$ 200,840	16.68%
General Operating Expenses (After Offsets)	\$ 30,199,816	\$ 30,191,650	\$ 31,894,058	\$ 33,796,760	\$ 1,902,703	5.97%
Debt Service Expense	\$ 2,092,860	\$ 2,092,860	\$ 2,115,275	\$ 398,372	\$ (1,716,903)	-81.17%
<b>TOTAL EXPENDITURES</b>	<b>\$ 32,292,676</b>	<b>\$ 32,284,510</b>	<b>\$ 34,009,333</b>	<b>\$ 34,195,132</b>	<b>\$ 185,799</b>	<b>0.55%</b>

Total Funding Sources						
	FY18 BUD	FY18 ACT	FY19 BUD	FY20 BUD	Difference	
<i>Revenues</i>						
Chapter 70-Base Aid	\$ 3,554,656	\$ 3,606,706	\$ 3,606,706	\$ 3,659,749	\$ 53,043	1.5%
MSBA Debt Service Reimbursement	\$ 1,132,065	\$ 1,132,065	\$ 1,132,065	\$ -	\$ (1,132,065)	-100.0%
State Transportation Reimbursement	\$ 340,686	\$ 340,686	\$ 330,837	\$ 385,868	\$ 55,031	16.6%
Medicaid Reimbursement	\$ 85,000	\$ 175,036	\$ 150,000	\$ 175,000	\$ 25,000	16.7%
Interest Income	\$ 4,000	\$ 13,675	\$ 4,000	\$ 4,000	\$ -	0.0%
Prior Year Unexpended Encumbrances	\$ -	\$ 15,473	\$ -	\$ -	\$ -	#DIV/0!
Other Non-recurring Income (Including Transp)	\$ -	\$ 37,931	\$ -	\$ -	\$ -	#DIV/0!
<b>Total Revenues</b>	<b>\$ 5,116,407</b>	<b>\$ 5,321,571</b>	<b>\$ 5,223,608</b>	<b>\$ 4,224,617</b>	<b>\$ (998,991)</b>	<b>-19.1%</b>
<i>Transfers In From Other Funds</i>						
Excess and Deficiency	\$ 568,821	\$ 568,821	\$ 347,218	\$ 147,396	\$ (199,822)	-57.5%
<b>Total Transfers</b>	<b>\$ 568,821</b>	<b>\$ 568,821</b>	<b>\$ 347,218</b>	<b>\$ 147,396</b>	<b>\$ (199,822)</b>	<b>-57.5%</b>
<b>Total Funding Sources</b>	<b>\$ 5,685,228</b>	<b>\$ 5,890,392</b>	<b>\$ 5,570,826</b>	<b>\$ 4,372,013</b>	<b>\$ (1,198,813)</b>	<b>-21.5%</b>
Total Expenditures	\$ 32,292,676	\$ 32,284,510	\$ 34,009,333	\$ 34,195,132	\$ 185,799	0.5%
Less Total Funding Sources	\$ 5,685,228	\$ 5,890,392	\$ 5,570,826	\$ 4,372,013	\$ (1,198,813)	-21.5%
<b>NET ASSESSMENT including Debt Service</b>	<b>\$ 26,607,448</b>	<b>\$ 26,394,118</b>	<b>\$ 28,438,507</b>	<b>\$ 29,823,119</b>	<b>\$ 1,384,612</b>	<b>4.9%</b>

Total Town Assessments						
	FY18 BUD	FY18 ACT	FY19 BUD	FY20 BUD	Difference	
Hamilton	\$ 17,401,271	\$ 17,401,271	\$ 18,385,495	\$ 19,101,708	\$ 716,213	3.9%
Wenham	\$ 9,206,177	\$ 9,206,177	\$ 10,053,012	\$ 10,721,411	\$ 668,399	6.6%
<b>NET ASSESSMENT including Debt Service</b>	<b>\$ 26,607,448</b>	<b>\$ 26,607,448</b>	<b>\$ 28,438,507</b>	<b>\$ 29,823,119</b>	<b>\$ 1,384,612</b>	<b>56 4.9%</b>



# FY20 Budget – Summary by DESE Category

## *Level Service + OPEB: Gross Operating Expense Budget*

Summary by DESE Category	FY18	FY19	FY20	Change FY19 to FY20	
	Budget	Budget	Budget	\$	%
Administration	\$ 1,135,489	\$ 1,180,028	\$ 1,208,488	\$ 28,460	2.41%
Capital, Operations, Maintenance	\$ 2,228,122	\$ 2,185,001	\$ 2,188,334	\$ 3,333	0.15%
Guidance, Counseling, Testing	\$ 1,065,718	\$ 1,110,803	\$ 1,132,103	\$ 21,301	1.92%
Inst. Materials	\$ 873,876	\$ 1,006,104	\$ 901,817	\$ (104,287)	-10.37%
Instructional Leadership	\$ 2,931,318	\$ 3,082,942	\$ 3,144,508	\$ 61,567	2.00%
Insurance, Retirement, Other	\$ 3,978,971	\$ 4,173,276	\$ 4,736,189	\$ 562,913	13.49%
Other Teaching Services	\$ 2,408,619	\$ 2,477,389	\$ 2,589,061	\$ 111,672	4.51%
Prof. Dev.	\$ 209,594	\$ 223,799	\$ 233,943	\$ 10,145	4.53%
Pupil Services	\$ 2,080,527	\$ 2,439,488	\$ 2,596,474	\$ 156,986	6.44%
Teachers	\$ 11,695,832	\$ 12,264,738	\$ 12,616,826	\$ 352,088	2.87%
Tuitions	\$ 2,795,559	\$ 2,954,300	\$ 3,853,666	\$ 899,366	30.44%
<b>Grand Total</b>	<b>\$ 31,403,624</b>	<b>\$ 33,097,866</b>	<b>\$ 35,201,408</b>	<b>\$ 2,103,543</b>	<b>6.36%</b>



# FY20 Budget

## Motions for School Committee Budget Vote

### **\*Motion for the FY20 Operating Budget Vote:**

Motion: The Hamilton-Wenham Regional School Committee approves an FY20 Total General Fund Expenditures Budget of \$34,195,132. This amount includes General Fund Operating Expenses (after Offsets) in the amount of \$33,796,760 and General Fund Debt Service Expenses in the amount of \$398,372. Furthermore, the Gross Operating Expenses of the District (before Offsets) have been allocated to the DESE-defined Accounts according to the “Summary by DESE Category” chart included in this Budget Presentation dated 3/27/2019.

### **\*Motion for the FY20 Budget Assessment:**

Motion: The Hamilton-Wenham Regional School Committee votes to assess the Towns of Hamilton and Wenham a combined total of \$29,823,119 as the amount necessary to operate and maintain the District, as well as pay debt service, for FY20. The District’s Assistant Superintendent shall determine the amount apportioned to each Town, and the District’s Treasurer shall certify such amounts to the respective Treasurers of each Town within 3 business days of this date.

\* - The Motions above reduces the 2/13/19 SC Adopted Budget by \$73,000 in connection with the SRO expense incorporated therein. The Town of Hamilton has since agreed to fund the SRO Program in its entirety in FY20. As a result, we recommend that the FY20 Budget be adjusted to reflect this change in advance of Town Meeting.



# Capital Improvement Project List Updated

## *Key Assumptions*

- **Time Frame:**
  - Covers the Fiscal Years beginning with FY20 and ending with FY23.
- **Scope:**
  - Facilities & Grounds
  - Technology
  - Food Service
  - Athletics
  - Master Plan
- **Definition:**
  - Tangible Assets that cost at least \$10,000 and have a useful life of at least 5 years.
- **Funding Sources:**
  - It is being recommended that four (4) capital items (\$122,186) are funded through the FY20 District's Operating Budget.
  - For the remainder of the Projects on the list, funding sources for FY20 and beyond have not been specifically identified and may include Debt Exclusions, Grants, Donations, and the District's Operating Budget.

**Hamilton Wenham Regional School District**  
**Capital Improvement Project Summary as of December 19, 2018**

Category	Department	Project	Location	Total Est Cost	FY20 (Op)
Critical Infrastructure	Fac & Grds	New Roof	HS	3,000,000	-
Critical Infrastructure	Fac & Grds	Building Energy Management Systems*	HS / MS	375,000	-
Safety	Fac & Grds	Replace Recalled Sprinkler Heads	HS / MS	37,500	-
Cosmetic Infrastructure	Fac & Grds	Replace Classroom Sinks, Countertops & Water bubblers	Elem Schools	61,000	-
Critical Infrastructure	Fac & Grds	Waste Water Treatment Plant	District	80,000	20,000
Cosmetic Infrastructure	Fac & Grds	Repair, refinish & reline Gymnasium Floors	District	60,000	-
Safety	Fac & Grds	Install Keyless Entryway Swipecard Systems*	District	67,895	-
Safety	Fac & Grds	Install Exterior Surveillance Cameras	District	30,000	-
Safety	Fac & Grds	Install Main Entry & Main Office Interior Surveillance Cameras	District	25,000	-
Cosmetic Infrastructure	Fac & Grds	Interior Classroom & Hallway Painting	Cut	30,000	-
Cosmetic Infrastructure	Fac & Grds	Replace 2 Classroom Carpets with Tile	Cut	10,000	-
Safety	Fac & Grds	Classroom Shades	Cut, Buk, HS & MS	135,000	-
Critical Infrastructure	Fac & Grds	Admin Bldg Emergency Generator*	Admin Bldg	35,000	-
Cosmetic Infrastructure	Fac & Grds	4 Autoscrubbers	District	60,000	-
Cosmetic Infrastructure	Fac & Grds	Replace flooring in HS Fitness Center	HS	15,000	-
Educational Program	Fac & Grds	Equipment for HS Fitness Center	HS	20,000	-
Accessibility	Fac & Grds	Install ADA Accessible Handicap Lifts/Ramps for school stages	Win & Buk	30,000	-
Educational Program	Fac & Grds	Project Adventure Course Upgrades	HS / MS	15,000	-
Safety	Fac & Grds	Replace front sidewalks at Middle School	MRMS	60,000	-
Cosmetic Infrastructure	Fac & Grds	Replace Ceiling Tiles in Primary Wing Classrooms & Hallway	Winthrop	10,000	-
Safety	Fac & Grds	Repair sidewalks and curbing at Admin Bldg	Admin	15,000	-
Safety	Fac & Grds	Upgrade, repair and install Intercom systems*	Various	26,936	-
Critical Infrastructure	Fac & Grds	Replace Sound System in gymnasium	HS / MS	20,000	-
Cosmetic Infrastructure	Fac & Grds	40' - 50' Scissor Lift w/ Trailer	District	25,000	-
Critical Infrastructure	Fac & Grds	Buker Drainage	Buker	20,000	-
Accessibility	Fac & Grds	Replace Buker Side Entryway and Handicap Ramp	Buker	80,000	-
Accessibility	Fac & Grds	Install new ADA Accessible Ramp off Primary Wing*	Winthrop	20,000	-
Safety	Fac & Grds	Cutler Fire Alarm System: Replace Panel and Devices*	Cutler	37,750	-
Safety	Fac & Grds	Buker Fire Alarm System: Replace Panel and Devices*	Buker	31,000	-
Educational Program	Tech	iPads for Students on Scholarship and F&RL	District	70,000	17,500
Educational Program	Tech	Classroom Hardware Refresh 4 year cycle (iPads)	District	259,000	-
Educational Program	Tech	Classroom Hardware Refresh 7 year cycle (Laptops & Labs)	District	228,825	47,470
Educational Program	Tech	Classroom Chromebooks 4 year cycle	District	135,000	-
Critical Infrastructure	Tech	Upgrade Wireless Access Points including wiring	District	49,920	-
Critical Infrastructure	Tech	Replace Phone System with new VoIP System	HS / MS	47,000	-
Critical Infrastructure	Tech	Replace Backup Server / Services	District	52,000	-
Critical Infrastructure	Tech	Replace VMWare Server and Licenses	District	113,000	-
Critical Infrastructure	Tech	Replace Network Area Storage Arrays	District	207,000	-
Critical Infrastructure	Tech	Replace Network IDF	District	72,000	-
Educational Program	Tech	Replace Classroom SMARTBoards, Projectors, etc	District	204,688	37,216
Critical Infrastructure	Tech	Upgrade Auditorium Theatrical Electrical Systems	HS	75,000	-
Critical Infrastructure	Tech	Replace Auditorium Lighting Control Console	HS	17,000	-
Educational Program	Tech	Auditorium HD Projector, Projection Screen & Monitors	HS	50,000	-
Critical Infrastructure	Food Svc	Kitchen Equipment	District	373,575	-
Critical Infrastructure	Master Plan	Classroom Furniture (Master Plan)	District	800,000	-
Critical Infrastructure	Master Plan	Longmeadow Property*	District	4,225,000	-
Educational Program	Master Plan	HS/MS Library Media Center Renovation (Master Plan)	HS / MS	2,460,000	-
Educational Program	Master Plan	Elementary Library Media Center Renovations (Master Plan)	Elem Schools	2,841,825	-
Wellness	Athletics	Tennis Courts*	District	660,032	-
Wellness	Athletics	Turf Fields: Track & Field	District	3,671,863	-
Wellness	Athletics	Turf Fields: Combination Baseball Field	District	3,051,365	-
Wellness	Athletics	Turf Fields: Entrance Improvements & Amenities	District	2,024,928	-
<b>Totals:</b>				<b>\$ 26,121,102</b>	<b>\$ 122,186</b>

**Category Subtotals:**

Critical Infrastructure	\$ 9,561,495
Safety	\$ 466,081
Accessibility	\$ 130,000
Cosmetic Infrastructure	\$ 271,000
Educational Programming	\$ 6,284,338
Wellness	\$ 9,408,188

\* - Denotes an expense that is either new to the list or the cost estimate has been revised and updated.

**Hamilton Wenham Regional School District**  
**Capital Improvement Project Summary as of December 19, 2018**

Department	Project	Location	Total Est Cost	FY20 (Op)	FY20	FY21	FY22	FY23
Fac & Grds	New Roof	HS	3,000,000	-	-	-	-	3,000,000
Fac & Grds	Building Energy Management Systems*	HS / MS	375,000	-	375,000	-	-	-
Fac & Grds	Replace Recalled Sprinkler Heads	HS / MS	37,500	-	37,500	-	-	-
Fac & Grds	Replace Classroom Sinks, Countertops & Water bubblers	Elem Schools	61,000	-	25,000	36,000	-	-
Fac & Grds	Waste Water Treatment Plant	District	80,000	20,000	-	20,000	20,000	20,000
Fac & Grds	Repair, refinish & reline Gymnasium Floors	District	60,000	-	30,000	30,000	-	-
Fac & Grds	Install Keyless Entryway Swipecard Systems*	District	67,895	-	67,895	-	-	-
Fac & Grds	Install Exterior Surveillance Cameras	District	30,000	-	30,000	-	-	-
Fac & Grds	Install Main Entry & Main Office Interior Surveillance Cameras	District	25,000	-	25,000	-	-	-
Fac & Grds	Interior Classroom & Hallway Painting	Cut	30,000	-	-	-	30,000	-
Fac & Grds	Replace 2 Classroom Carpets with Tile	Cut	10,000	-	10,000	-	-	-
Fac & Grds	Classroom Shades	Cut, Buk, HS & MS	135,000	-	135,000	-	-	-
Fac & Grds	Admin Bldg Emergency Generator*	Admin Bldg	35,000	-	35,000	-	-	-
Fac & Grds	4 Autoscrubbers	District	60,000	-	15,000	15,000	15,000	15,000
Fac & Grds	Replace flooring in HS Fitness Center	HS	15,000	-	15,000	-	-	-
Fac & Grds	Equipment for HS Fitness Center	HS	20,000	-	20,000	-	-	-
Fac & Grds	Install ADA Accessible Handicap Lifts/Ramps for school stages	Win & Buk	30,000	-	30,000	-	-	-
Fac & Grds	Project Adventure Course Upgrades	HS / MS	15,000	-	15,000	-	-	-
Fac & Grds	Replace front sidewalks at Middle School	MRMS	60,000	-	60,000	-	-	-
Fac & Grds	Replace Ceiling Tiles in Primary Wing Classrooms & Hallway	Winthrop	10,000	-	-	-	10,000	-
Fac & Grds	Repair sidewalks and curbing at Admin Bldg	Admin	15,000	-	15,000	-	-	-
Fac & Grds	Upgrade, repair and install Intercom systems*	Various	26,936	-	26,936	-	-	-
Fac & Grds	Replace Sound System in gymnasium	HS / MS	20,000	-	20,000	-	-	-
Fac & Grds	40' - 50' Scissor Lift w/ Trailer	District	25,000	-	25,000	-	-	-
Fac & Grds	Buker Drainage	Buker	20,000	-	20,000	-	-	-
Fac & Grds	Replace Buker Side Entryway and Handicap Ramp	Buker	80,000	-	80,000	-	-	-
Fac & Grds	Install new ADA Accessible Ramp off Primary Wing*	Winthrop	20,000	-	20,000	-	-	-
Fac & Grds	Cutler Fire Alarm System: Replace Panel and Devices*	Cutler	37,750	-	37,750	-	-	-
Fac & Grds	Buker Fire Alarm System: Replace Panel and Devices*	Buker	31,000	-	31,000	-	-	-
Tech	iPads for Students on Scholarship and F&RL	District	70,000	17,500	-	17,500	17,500	17,500
Tech	Classroom Hardware Refresh 4 year cycle (iPads)	District	259,000	-	42,000	84,000	70,000	63,000
Tech	Classroom Hardware Refresh 7 year cycle (Laptops & Labs)	District	228,825	47,470	-	34,970	92,430	53,955
Tech	Classroom Chromebooks 4 year cycle	District	135,000	-	18,000	18,000	18,000	81,000
Tech	Upgrade Wireless Access Points including wiring	District	49,920	-	49,920	-	-	-
Tech	Replace Phone System with new VoIP System	HS / MS	47,000	-	47,000	-	-	-
Tech	Replace Backup Server / Services	District	52,000	-	52,000	-	-	-
Tech	Replace VMWare Server and Licenses	District	113,000	-	113,000	-	-	-
Tech	Replace Network Area Storage Arrays	District	207,000	-	207,000	-	-	-
Tech	Replace Network IDF	District	72,000	-	72,000	-	-	-
Tech	Replace Classroom SMARTBoards, Projectors, etc	District	204,688	37,216	37,216	65,128	65,128	-
Tech	Upgrade Auditorium Theatrical Electrical Systems	HS	75,000	-	75,000	-	-	-
Tech	Replace Auditorium Lighting Control Console	HS	17,000	-	17,000	-	-	-
Tech	Auditorium HD Projector, Projection Screen & Monitors	HS	50,000	-	-	50,000	-	-
Food Svc	Kitchen Equipment	District	373,575	-	373,575	-	-	-
Master Plan	Classroom Furniture (Master Plan)	District	800,000	-	800,000	-	-	-
Master Plan	Longmeadow Property*	District	4,225,000	-	-	-	-	4,225,000
Master Plan	HS/MS Library Media Center Renovation (Master Plan)	HS / MS	2,460,000	-	-	-	-	2,460,000

**Hamilton Wenham Regional School District**  
**Capital Improvement Project Summary as of December 19, 2018**

Department	Project	Location	Total Est Cost	FY20 (Op)	FY20	FY21	FY22	FY23
Master Plan	Elementary Library Media Center Renovations (Master Plan)	Elem Schools	2,841,825	-	-	-	-	2,841,825
Athletics	Tennis Courts*	District	660,032	-	-	-	-	660,032
Athletics	Turf Fields: Track & Field	District	3,671,863	-	-	-	-	3,671,863
Athletics	Turf Fields: Combination Baseball Field	District	3,051,365	-	-	-	-	3,051,365
Athletics	Turf Fields: Entrance Improvements & Amenities	District	2,024,928	-	-	-	-	2,024,928
<b>Totals:</b>			<b>\$ 26,121,102</b>	<b>\$ 122,186</b>	<b>\$ 3,104,792</b>	<b>\$ 370,598</b>	<b>\$ 338,058</b>	<b>\$ 22,185,468</b>

\$ 122,186 - A "green" shaded entry in FY20 denotes an expense that has been incorporated into the FY20 Operating Budget Recommendation.

\$ 2,763,826 - An "orange" shaded entry in FY20 denotes an expense that was requested and denied at April 2018 Town Meeting as a Debt Exclusion.

\* - Denotes an expense that is either new to the list or the cost estimate has been revised and updated.

## DONATIONS

School Committee Meeting

March 27, 2019

- |   |             |
|---|-------------|
| DECA  | \$1,425.00  |
| • To help in defraying the cost of participants trip to Boson |             |
| EdFund  | \$27,968.66 |
| • Supporting Kindergarten Class for all Elementary Schools    |             |
| Friends of the Arts   | \$1,500.00  |
| • BoSoma Identity Workshop in the MRMS                        |             |
| Hamilton-Wenham Girls Basketball Boosters                     | \$1,452.00  |
| • To help with funding a (0.5) Assistant Coach                |             |
| Hamilton-Wenham Boys Basketball Boosters                      | \$1,452.00  |
| • To help with funding a (0.5) Assistant Coach                |             |
| Arbella Insurance Agency                                      | \$300.00    |
| • To support transportation to the BSO Youth Concert          |             |

# Hamilton Wenham DECA

## SPONSOR LIST FOR DECA STATE CAREER DEVELOPMENT CONFERENCE

March 7-9, 2019 | Boston, MA

**Description:** The DECA State Career Development Conference (SCDC) is a competitive conference for DECA members who qualify through competition at the District Career Development Conference. With over 50 categories of competition, there are many pathways for success for DECA members.

3,000 high students, teachers, chaperones and business professionals gather to develop knowledge and skills for college and careers. DECA members demonstrate their college and career ready knowledge and skills by participating in DECA's industry-validated Competitive Events Program, aligned with Career Clusters, National Curriculum Standards and 21st Century Skills in the areas of marketing, finance, hospitality, management and entrepreneurship.

The following pages contain the detailed list of sponsors who donated to the DECA program at Hamilton Wenham for the purpose of defraying the team cost of the trip to Boston this year. The total amount donated was **\$1,425.00**

Name	Address	Donation amount
Elizabeth Traverse	22 Parsons Hill Road, Wenham, MA 01984	\$10.00
Jennifer Gordon	877 Highland Street, Hamilton, MA 01982	\$10.00
Jennifer Drummond	11 Hedding Avenue, S. Hamilton, MA 01982	\$25.00
Amanda Hamilton	17 Miles River Road, S. Hamilton, MA 01982	\$40.00
Jennifer Flynn	120 Miles River Road, S. Hamilton, MA 01982	\$40.00

Name	Address	Donation amount
Michael Belliveau	30 Mayflower Drive, Wenham, MA 01984	\$40.00
Amy Player-Smith	71 Lincoln Avenue, S. Hamilton, MA 01982	\$50.00
Jodi Fryling	8 Oakmont Road, Beverly, MA 01915	\$50.00
David Stiles	4 Thorpe Circle, Danvers, MA 01923	\$50.00
Robert Walles	13 Morgan Street, Wenham, MA 01984	\$50.00
Bruce Foster	124 Ocean Street, Lynn, MA 01902	\$100.00
Mary Ellen Kain	65 Fox Run Road, Hamilton, MA 01982	\$100.00
Leigh Thayer	49 Walnut Road, S. Hamilton, MA 01982	\$100.00
Woodman's Inc.	121 Main Street, Essex, MA 01929	\$100.00
Kimberly Jackson	10 Grapevine Road, Wenham, MA 01984	\$200.00
Joe Maher Realty & Construction, LLC	3 Virginia Place, Wenham, MA 01984	\$460.00
	<b>TOTAL</b>	<b>\$1,425.00</b>

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	<b>TOTAL</b>	<b>\$1,425.00</b>



### Grant Acknowledgement and Acceptance of Terms

**PLEASE COMPLETE AND RETURN BY EMAIL TO THE FOLLOWING:**

1. Edfund-Amy DeSimone at [amydesimone12@gmail.com](mailto:amydesimone12@gmail.com) and
2. Hamilton Wenham Administration-Vincent Leone at [v.leone@hwschools.net](mailto:v.leone@hwschools.net)

We accept this grant from the **Hamilton Wenham Education Foundation** and agree to abide by the following associated provisions and obligations:

- 1) The purpose of the grant is to be accomplished as proposed. The project's current budget, as previously submitted to the Edfund with the grant proposal, accurately reflects the grantee's intentions to expend the amount of this grant. Expenses not included in the project budget must be approved in advance by the Edfund.
- 2) Any photos and student feedback will be provided to the Edfund within 30 days of the grant's implementation. If applicable, student feedback can be a handwritten paragraph reviewing their experience.
- 3) Funds not used for the express purposes described in the grant proposal that are not used by the end of the 2019-2020 school year (or a mutually agreed upon date) are to be returned to the Edfund.
- 4) It is not necessary to issue a tax receipt for this donation as the Edfund is a 501 (c) (3) public charity. Also, please keep in mind that public schools do not have to pay a sales tax.

The Grantee's deposit or endorsement of the enclosed check will also constitute its agreement to the terms and conditions set forth above.

School Name: Buker, Cutler, Winthrop

Name of Contact on the Edfund Grants Subcommittee: Dana Allara

Title of Grant Application: Supporting Today's Kindergarten Learners

Grant Amount Approved: \$27,968.66 Date Requested: ASAP

Grant Requestor's Name: Linda McMahon Title: Kindergarten teacher

Email Address and Phone Number: [l.mcmahon@hwschools.net](mailto:l.mcmahon@hwschools.net)

**Please attach a detailed budget for your approved grant**

Signature of grant recipient \_\_\_\_\_

## **Grant Application:**

### **Grant Title: Supporting Today's Kindergarten Learners**

**Purpose:** Create a learning environment that will meet and support the diverse needs of students in an early childhood setting in a developmentally appropriate way.

**With a special focus on:** Supporting the social/emotional/physical needs of young learners in a nurturing environment, while encouraging collaboration and independence.

**Grant Proposed by:** Linda McMahon, Catherine Twiss, Jemma Pasmore, Allison Goodchild, Joanne Leary, Meagan Kropilak

This grant is written in order to bring awareness to the changing needs of kindergarten and focuses on creating developmentally appropriate classrooms that will support the needs of all students. We are proposing this grant with a special focus on supporting the needs of five and six year olds in developmentally appropriate ways that will meet a child's need for movement while decreasing anxiety, and supporting the needs of students with sensory processing and attentional challenges. The nature of kindergarten has changed dramatically in the past decade. There is an increased focus on academics, reading, writing and math, and subsequently, a decrease in time spent playing and being physically active. This shift has led to an increase in anxiety in kindergarten students. In addition, kindergarten classrooms are inclusive environments. Each year, kindergarten classrooms in the district are made up of children with sensory processing or/and attentional challenges. In Kindergarten, these students are usually not on IEPs and do not yet qualify for special education services. Thus, the kindergarten teacher is working to meet the needs of ALL students in a developmentally appropriate way, including the needs of students who may need special accommodations. Research shows that a classroom environment that is carefully created to decrease stimuli and allow for movement, choice and independence, can best support the needs of all students and decrease anxiety.

#### **1. Has this grant been funded in the past?**

A grant was funded last year for the first grade classrooms at Cutler. However, this grant is specific to the unique needs of kindergarten with a special focus on decreasing anxiety in students while meeting the needs of all learners in a developmentally appropriate way.

## **2. Description of project and purpose.**

The purpose of this project is to create a learning environment that will support all students in a calm, supportive, and nurturing way. As kindergarten teachers, we understand that the physical environment sets the stage and creates the context for everything that happens in any educational setting. Young children are affected by their surroundings and the use of space, furniture, and materials can influence the learning process and emotional well-being of the child.

As such, this project is intended to create a classroom environment that will support all students with respect to their diverse needs. Five and six year old children learn best when they are able to work in a calm and supportive environment where there are clear divisions of space such as, meeting areas, dramatic play areas, blocks and work space. They also work best when they are able to move, use flexible seating to support their individual needs, and manage the classroom materials independently. Research shows that children in classrooms that are physically structured in a developmentally appropriate way exhibit less anxiety and are more available for learning. The Hamilton-Wenham school district is dedicated to the principles of the Responsive Classroom model. According to this model, students are best able to develop a sense of ownership of their classroom and independence when the classroom is designed with a child's needs in mind. This grant will be used to create a kindergarten classroom environment that is structured yet flexible where children can initiate learning in a warm and inviting atmosphere.

**This grant will focus on meeting the sensory and anxiety needs of kindergarten students through the use of flexible seating and tables, rugs to create division of space, accessibility of materials, tools to help students to focus and be available for learning.**

- **Flexible Seating:**

Students learn best when they are able to choose appropriate seating to meet their individual needs which may change throughout the day. The classroom environment should be flexible, yet structured. Students use programs such as the "Zones of Regulation" to determine if they need to calm down in a quiet space or if they need to recharge their battery through movement. Flexible seating will allow each child to meet his/her own individual needs while also promoting positive decision making and social interaction. Students will be able to choose if they would like to sit at a low table on a

cushion during work time or if they would like to sit at a table with a regular classroom chair. This grant will allow children to use a variety of seating options including Howda chairs to allow children to sit and work or at meeting times while supported and able to rock. This will support all students with special attention to those students who need to soothe and get sensory feedback. The students will also have access to Hokki chairs to allow for movement while seated at tables as well as cushions and bean bag seats that will be used to create comfortable seating around the room and in the classroom library. The classroom library is often a quiet, soothing place for children to go to when they are feeling anxious or overwhelmed. It is also an area often used by students who may be seeking some sensory down-time. Teachers know that it is important to create a calm and soothing space, filled with bean bags, pillows, and seats to rock in. This quiet space allows students to have a place to calm down, self-regulate, and be available for learning.

In addition, the flex-space tables, which are designed to create moveable workspaces, will allow the teacher to create a more fluid and adaptive classroom environment. Students may be seated with one or two other students to work in a quiet, small group setting, or, with a simple rearrangement of tables, students may sit with a larger group of six to encourage teamwork, build community and social interaction. Many students simply work better in a quiet space and it can be overwhelming to sit at a table with five other students. The flex-space tables are very mobile and allow for quick movement to create a variety of seating options to meet the changing needs of the classroom.

- **Dividing areas of the classroom and making classroom supplies accessible to all students.**

A developmentally appropriate classroom is one in which students are able to access materials independently and take an ownership role in their classroom community. Teachers know that students must be able to easily access supplies, including toys, markers, paper, books, and math manipulatives. This grant will enable classrooms to provide child-friendly storage options that will allow students to access their workbooks, book bags, art and other classroom supplies independently. Children feel empowered when they can navigate their classroom and manage their supplies without asking a teacher for help. The storage options that are a part of this grant will help enhance accessibility to supplies during literacy, math, and art projects throughout the day.

In addition, teachers know that it is important to create a classroom environment that provides a variety of learning spaces. Kindergarten has become increasingly academic in recent years and students are often at their seats. However, in a developmentally

appropriate classroom, the class meeting area, dramatic play area, and classroom library or calming corner, play an equally important role. Students feel more supported and able to navigate their classroom, when these areas are clearly defined. This grant will allow the kindergarten classrooms to use rugs to clearly define the class meeting area. Students who have attention or sensory issues often need visual reminders to help them navigate through the day. The visual boundary of the class meeting area rug will help to define this space so that students will be able to physically stay in the appropriate space and be an active part of the group. The rugs will be in calming colors in order to soothe and create a sensory pleasing environment. Rugs also help to muffle sounds and create a quieter environment for learning. This will help to support all learners with a special focus on those students who may have sensory processing challenges or ADHD.

- **Support materials to decrease anxiety, help students to regulate and meet sensory needs.**

As kindergarten continues to change and becomes increasingly academic, teachers have seen a dramatic increase in anxiety in young children. There is also an increase in the number of young students with sensory processing needs and ADHD. Teachers know that they can support all students, including students with anxiety, sensory processing and ADHD, by creating a calming, cozy spot in the classroom and by allowing children to have independent access to sensory manipulatives. While sitting at circle time, students need to be able to regulate and soothe themselves if they are feeling anxious, overstimulated, or simply need to move. Students who are given access to fidgets are better able to focus and feel less anxious. This grant will allow students to have access to weighted lap blankets, weighted bean bags, and weighted shoulder snakes to help soothe anxiety and give deep pressure sensory feedback. Students who need to move or fidget in order to focus will be able to use a marble bag fidget, bendable toys, or sensory bean bags to help them to move while staying focused.

In addition, the sand table, light table, and easel will help create a soothing, sensory rich learning environment that is developmentally appropriate. The sand table and kinetic sand allow children to create, while receiving sensory input in a creative way. They can interact with peers or create alone. Teachers know that young children need time to play and create and the sand table is a valuable time to design, build, discover, and communicate with peers. The light table will also provide a valuable source of visual and sensory input while enhancing learning in the classroom. A light table encourages a range of developmental skills such as fine motor development, pre-writing skills,

hand-eye coordinations, color recognition, and sensory feedback, both visual and tactile. An easel allows children to be creative while also developing their fine motor skills, gross motor skills and crossing the midline. A sand table, easel, and light table create an inviting learning space where children easily engage in learning activities through play. Play based learning is critical and often the forgot in today's kindergarten environment.

A mini trampoline will allow a space for those students who require a movement break to regain focus and be available for learning. The trampoline will be set up in the hall between the classrooms and will be available to those students who need a five minute movement break.

### 3. Describe how this grant meets the needs of the Edfund Grants Program.

This grant meets the criteria of the Edfund Grants program in many ways. This grant will support the learning needs of all kindergarten students in the Hamilton Wenham Regional School District. Each kindergarten classroom is seeking the furniture, materials, and supplies necessary to create supportive, engaging, and nurturing learning spaces that will meet the needs of all students. This grant will create developmentally appropriate classrooms that are carefully and thoughtfully designed to support child initiated learning. Most importantly, this grant will help the kindergarten teachers in the Hamilton Wenham district to create classrooms that will meet the changing needs of our kindergarten students. Kindergarten is a unique, magical time where children learn through interaction and play. However, kindergarten has changed significantly in recent years. Kindergarten students are expected to read and write and understand more complicated math concepts in order to meet grade level expectations. This push down in academics has created an increase in anxiety and behavior in kindergarten students. As teachers, we understand that young children are deeply affected by their surroundings. The use of space, furniture, and materials all influence the learning process. The learning environment is a critical factor and should be intentionally designed to meet the needs of today's young children. This grant is unique in that it will create innovative learning spaces for our district kindergarten students. This grant will enable the Hamilton Wenham Kindergarten student to have a significant advantage in that they will actively be able to make choices, engage in learning and manage their classroom with independence and confidence. This grant will help the district kindergarten teachers to teach and design their classrooms according to the Responsive Classroom model where children are supported and given ownership of their learning. This grant will also allow district kindergarten teachers to support the social and emotional needs of our students by creating nurturing, innovative, and

flexible learning spaces where student's needs are met as individuals and as part of a greater learning community. Kindergarten is the foundation for learning and as kindergarten teachers, we are excited to create innovative, flexible classrooms that will help all students to feel supported and ready to learn.

**4. Number of Students and Teachers to Benefit from this grant.**

This grant will benefit all kindergarten students and Kindergarten teachers in the district. During the 2019-2020 school year, this grant will positively impact all six kindergarten classrooms and approximately 130 students. However, this grant will continue to support all of the incoming kindergarten students for years to come. The furniture and materials funded by this grant are non-consumable in nature and will last for many years.

**5. Budget Detail: Please see the attached spreadsheet.**

**6. Possible future expenditures.**

The materials and furniture purchased through this grant are durable and will not need to be replaced for many years.

**7. Method of evaluating success of this project**

This project will be evaluated for success through direct observation of the kindergarten students in our district. This grant will help our students to experience a greater sense of self regulation, calm and ownership in the classroom. Through creating flexible and nurturing learning environments, we hope to see a decrease in anxiety in our students and an increase in confidence, and healthy social/emotional development. We will work together with our OT teachers, adjustment counselors, and Special Ed support team to continue to fine tune our classroom environments to meet the changing needs of our students. The district kindergarten teachers will also meet regularly to discuss how students are benefiting from our new, innovative classroom environment. We will have opportunities to collaborate and give each other feedback. We are excited to experience the benefits from this grant.

## Supporting Today's Kindergarten Learners – Kindergarten Grant 2019

### Flexible Seating – Chairs and Tables

Item	Company	Quantity	Price per unit	Total Price	Link
Calming Color Soft Seats (set of 5)	Lakeshore	18	\$49.99	\$899.82	<a href="https://www.lakeshorelearning.com/products/p/DD380X">https://www.lakeshorelearning.com/products/p/DD380X</a>  Soft individual beanbag mini seats. Allows for comfortable seating anywhere in the classroom.
Calming Color Cube Chair (4)	Lakeshore	1	\$229.00	\$229.00	<a href="https://www.lakeshorelearning.com/products/classroom-furniture/chairs-seating/calming-colorsup-sup-3in-1-chair-set/p/LC547">https://www.lakeshorelearning.com/products/classroom-furniture/chairs-seating/calming-colorsup-sup-3in-1-chair-set/p/LC547</a>  Supportive cube chair for low muscle tone and/or seating with defined personal space.
Hokki Stool 15" blue	Amazon	7	\$107.95	\$755.65	<a href="https://www.amazon.com/Hokki-Stool-15-Blue/dp/B005JZ6YLK/ref=sr_1_4?s=toys-and-games&amp;ie=UTF8&amp;qid=1546570624&amp;sr=1-4&amp;keywords=hokki">https://www.amazon.com/Hokki-Stool-15-Blue/dp/B005JZ6YLK/ref=sr_1_4?s=toys-and-games&amp;ie=UTF8&amp;qid=1546570624&amp;sr=1-4&amp;keywords=hokki</a>  Wobble stools – table height. Allow for movement while seated to increase focus.
Calming Color bean bag seats	Lakeshore	11	\$59.99	\$659.89	<a href="https://www.lakeshorelearning.com/products/classroom-furniture/chairs-seating/calming-colorsup-sup-beanbag-seats/p/DD420">https://www.lakeshorelearning.com/products/classroom-furniture/chairs-seating/calming-colorsup-sup-beanbag-seats/p/DD420</a>  Soft, comfortable seating for library/cozy corner. Assist students in feeling calm and comfortable.
Howda Hug Chairs	Howda	16	\$79.99	\$1279.84	<a href="http://www.howda.com/product/howdahug2/">http://www.howda.com/product/howdahug2/</a>  Supportive, portable, rocking seats to use at class meeting or learning time to support students who need movement.

Haba floor cushions caddy and cushions	The Library Store	1	\$838.55	\$838.55	<a href="https://www.thelibrarystore.com/product/ad89-02353/s">https://www.thelibrarystore.com/product/ad89-02353/s</a>  Portable, individual seating for all students. Defines individual space.
Markerboard Neoshape Activity table Trapeziod 30x60 Adjustable height	School Specialty	16	\$241.46	\$3,863.36	<a href="https://www.schoolspecialty.com/classroom-select-markerboard-activity-table-trapezoid-1598425">https://www.schoolspecialty.com/classroom-select-markerboard-activity-table-trapezoid-1598425</a>  Tables are easy to move to rearrange child grouping and all tables have adjustable legs to change height. Children will be able to sit in a chair or on the rug to support all students.
Markerboard Neoshape Activity Table rectangle 30x48 adjustable height	School Specialty	10	\$205.46	\$2,054.60	<a href="https://www.schoolspecialty.com/classroom-select-apollo-markerboard-table-1496738">https://www.schoolspecialty.com/classroom-select-apollo-markerboard-table-1496738</a>  Tables are easy to move to rearrange child grouping and all tables have adjustable legs to change height. Children will be able to sit in a chair or on the rug to support all students.
Flex Space round floor table 48"	Lakeshore	1	\$289	\$289	<a href="https://www.lakeshorelearning.com/products/classroom-furniture/tables-desks/flex-space-round-floor-tables/p/LC680">https://www.lakeshorelearning.com/products/classroom-furniture/tables-desks/flex-space-round-floor-tables/p/LC680</a>

### Rugs and Storage – To define learning spaces and create accessible learning spaces

Item	Company	Quantity	Price per unit	Total price	Link
First Steps Rect. Carpet (9x12)	Lakeshore	2	\$479.00	\$958.00	<a href="https://www.lakeshorelearning.com/products/infants-toddlers/furniture/first-stepssup-sup-rectangular-classroom-carpets/p/AA564">https://www.lakeshorelearning.com/products/infants-toddlers/furniture/first-stepssup-sup-rectangular-classroom-carpets/p/AA564</a> Create a defined Class Meeting space
Childcraft the world is in our hands 6 “ round	School Specialty	1	\$142.46	\$142.46	<a href="https://www.schoolspecialty.com/childcraft-the-world-is-in-our-hands-carpet-6-feet-round-5000327">https://www.schoolspecialty.com/childcraft-the-world-is-in-our-hands-carpet-6-feet-round-5000327</a> Create a defined Class Meeting space

Joy Carpet for Book area	School Specialty	2	\$214.46	\$428.92	<a href="https://www.schoolspecialty.com/carpet-1469347">https://www.schoolspecialty.com/carpet-1469347</a> Define the book corner as a cozy, calming space.
Joy Carpet for block area	School Specialty	2	\$214.46	\$428.92	<a href="https://www.schoolspecialty.com/carpet-1469348">https://www.schoolspecialty.com/carpet-1469348</a> Define the block area as a hands-on learning space
Easy Reach Storage Center	Lakeshore	6	\$249	\$1,494	<a href="https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/easy-reach-storage-center/p/LL299">https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/easy-reach-storage-center/p/LL299</a> Storage for toys that children can access independently
Set of 9 Storage Baskets	Lakeshore	6	\$95.50	\$573.00	<a href="https://www.lakeshorelearning.com/dishwasher-safe-baskets-set-of-9/s/LL279">https://www.lakeshorelearning.com/dishwasher-safe-baskets-set-of-9/s/LL279</a> Baskets to hold toys and supplies.
Childcraft mobile single sided book center	School Specialty	6	\$359.95	\$2,159.70	<a href="https://www.schoolspecialty.com/childcraft-single-sided-mobile-book-center-272110">https://www.schoolspecialty.com/childcraft-single-sided-mobile-book-center-272110</a>  Book Shelf making books readily accessible to students
Childcraft Cubby Unit	School Specialty	2	\$399	\$798	<a href="https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/classic-birch-20cubby-storage-unit/p/JJ166/#IIReviews">https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/classic-birch-20cubby-storage-unit/p/JJ166/#IIReviews</a>  Storage to hold math manipulative and allow for student accessibility
Flex Space Mobile book bin book center	School Specialty	3	\$299	\$899.97	<a href="https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/flex-space-mobile-book-bin-storage-center/p/LC298">https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/flex-space-mobile-book-bin-storage-center/p/LC298</a> Book Storage for leveled readers.
Flex Space Mobile Student storage bins (24)	School Specialty	7	\$159	\$1113	<a href="https://www.lakeshorelearning.com/flex-space-student-storage-bins-set-of-24/s/TT675">https://www.lakeshorelearning.com/flex-space-student-storage-bins-set-of-24/s/TT675</a> Storage for each student's individual supplies to allow for independence and accessibility
Flex Space Mobile Student Storage	School Specialty	7	\$399	\$2,793	<a href="https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/flex-space-mobile-storage-bin-center-for-24-students/p/LC674">https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/flex-space-mobile-storage-bin-center-for-24-students/p/LC674</a> Storage for each student's individual supplies. This will help to centralize student workbooks and supplies promoting independence and ownership.

Blue Book Bins set of 12	School Specialty	2	\$79.50	\$159	<a href="https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/flex-space-mobile-book-bin-storage-center/p/LC298">https://www.lakeshorelearning.com/products/classroom-furniture/storage-units/flex-space-mobile-book-bin-storage-center/p/LC298</a> Bins to store books in accessible book storage shelf
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### Sensory Tools and Support

Item	Company	Quantity	Price per unit	Total price	Link
Sand Table with cover	School Specialty	3	\$282.71	\$848.13	<a href="https://www.schoolspecialty.com/childcraft-mobile-mini-sand-and-water-table-without-cover-071898">https://www.schoolspecialty.com/childcraft-mobile-mini-sand-and-water-table-without-cover-071898</a> Sand table to create, explore, collaborate in a sensory rich medium.
Shoulder Snake (small)	School Specialty	16	\$29.24	\$467.84	<a href="https://www.schoolspecialty.com/shoulder-snake-031831">https://www.schoolspecialty.com/shoulder-snake-031831</a> Sensory input – provides calming weight to increase focus and calm
Grab bag lap pad weighted blanket	Mosaic weighted blankets	18	\$19.95	\$359.10	<a href="https://www.mosaicweightedblankets.com/grab-bag-lap-pad-2-sizes-100-cotton/">https://www.mosaicweightedblankets.com/grab-bag-lap-pad-2-sizes-100-cotton/</a> Weighted blanket to keep on lap during work time or whole group meetings to promote focus and calm.
Marble fidget	Fun and Function	12	\$13.99	\$167.88	<a href="https://funandfunction.com/busy-fingers-marble-maze-kit.html">https://funandfunction.com/busy-fingers-marble-maze-kit.html</a> Fidget to help promote focus and self regulation
Kinetic Sand 2lbs	Amazon	9	\$14	\$126	<a href="https://www.amazon.com/Kinetic-Sand-2-pound-Brown/dp/B00IG4YB5W/ref=sr_1_8?s=toys-and-games&amp;ie=UTF8&amp;qid=1526770955&amp;sr=1-8&amp;keywords=kinetic+sand">https://www.amazon.com/Kinetic-Sand-2-pound-Brown/dp/B00IG4YB5W/ref=sr_1_8?s=toys-and-games&amp;ie=UTF8&amp;qid=1526770955&amp;sr=1-8&amp;keywords=kinetic+sand</a> Sensory rich, creative play.
Childcraft LED light table	School Specialty	4	\$296.21	\$1184.84	<a href="https://www.schoolspecialty.com/childcraft-mini-light-table-1589409">https://www.schoolspecialty.com/childcraft-mini-light-table-1589409</a> Light table to offer sensory rich environment to learn and explore.
Light table translucent pattern blocks	School Specialty	3	\$19.99	\$59.97	<a href="https://www.schoolspecialty.com/childcraft-mini-light-table-1589409">https://www.schoolspecialty.com/childcraft-mini-light-table-1589409</a> Enhance math exploration in sensory rich setting
Light table translucent letters	Lake shore	4	\$11.99	\$47.96	<a href="https://www.lakeshorelearning.com/products/blocks-manipulatives/light-tables-accessories/translucent-letters/p/LC588/">https://www.lakeshorelearning.com/products/blocks-manipulatives/light-tables-accessories/translucent-letters/p/LC588/</a> Enhance literacy exploration in sensory rich setting

Light table sensory play materials	Lakeshore	4	\$139.99	\$559.96	<a href="https://www.lakeshorelearning.com/products/sensory-exploration/sensory-materials/light-table-sensory-play-materials-complete-set/p/LL509X">https://www.lakeshorelearning.com/products/sensory-exploration/sensory-materials/light-table-sensory-play-materials-complete-set/p/LL509X</a> Sensory rich manipulatives to explore.
Light table sensory tray	School Specialty	4	\$69.99	\$279.96	<a href="https://www.lakeshorelearning.com/products/blocks-manipulatives/light-tables-accessories/light-table-sensory-tray/p/LL5">https://www.lakeshorelearning.com/products/blocks-manipulatives/light-tables-accessories/light-table-sensory-tray/p/LL5</a> Sensory rich manipulatives to explore.
Weighted bean bag fidget set of 5	Fun and function	6	\$22.99	\$137.94	<a href="https://funandfunction.com/1-lb-tactile-bean-bag-set-of-5.html">https://funandfunction.com/1-lb-tactile-bean-bag-set-of-5.html</a> Weighted fidget to help child focus and self-regulate
Sensory Tubs	Lakeshore	3	\$115	\$345	<a href="https://www.lakeshorelearning.com/products/sensory-exploration/sensory-materials/feel-find-sensory-tubs-complete-set/p/PP530X">https://www.lakeshorelearning.com/products/sensory-exploration/sensory-materials/feel-find-sensory-tubs-complete-set/p/PP530X</a>  Sensory rich manipulatives that can be used to enhance math and literacy lessons.
Bendeez	The Stress Toy	1	\$9.99	\$9.99	<a href="http://www.thestresstoy.com/Bendeez-Sticks-10-pack-2001.htm">http://www.thestresstoy.com/Bendeez-Sticks-10-pack-2001.htm</a>  Sensory manipulatives
Gel Bean Sensory Shapes	Lakeshore	1	\$19.99	\$19.99	<a href="https://www.lakeshorelearning.com/products/sensory-exploration/sensory-play/gel-bead-sensory-shapes-setof8/p/PP504">https://www.lakeshorelearning.com/products/sensory-exploration/sensory-play/gel-bead-sensory-shapes-setof8/p/PP504</a>  Sensory rich manipulatives
Tangle Jr. Sensory Tangle Fidget	Amazon	1	\$13.98	\$13.98	<a href="https://www.amazon.com/Tangle-Textured-Sensory-Fidget-Color/dp/B00XG8OPK4/ref=asc_df_B00XG8OPK4/?tag=bingshoppinga">https://www.amazon.com/Tangle-Textured-Sensory-Fidget-Color/dp/B00XG8OPK4/ref=asc_df_B00XG8OPK4/?tag=bingshoppinga</a> Sensory rich manipulatives
JumpSport Handle trampoline	School Specialty	2	\$102.22	\$204.44	<a href="https://www.schoolspecialty.com/jumpsport-handle-bar-for-trampolines-1600821">https://www.schoolspecialty.com/jumpsport-handle-bar-for-trampolines-1600821</a> To provide movement break so that child can regain focus and be available for learning.

Heavy Duty Easel	Lakeshore	2	\$159.00	\$318	<a href="https://www.lakeshorelearning.com/products/arts-crafts/art-easels-drying-racks/all-in-one-adjustable-easel/p/EE333">https://www.lakeshorelearning.com/products/arts-crafts/art-easels-drying-racks/all-in-one-adjustable-easel/p/EE333</a> To promote creativity, self-expression and give a sense of calm.
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Total Amount

\$27,968.66

# Grant Proposal

## Hamilton-Wenham Friends of the Arts

Date Submitted: March 7, 2019

Applicant: Jacquelyn Craig on behalf of Team Nile

Title of Proposed Project: BoSoma Identity Workshop

Amount Requested: \$~~1200~~<sup>1,500</sup>

### Subject Areas Supported:

- English Language Arts - curriculum includes a year-long identity theme focus, the workshop would focus on interpretations of the whole class novel, *Julie of the Wolves*
- Advisory and Community Building - focus on collaboration and group problem solving
- Physical Education and Drama - Creative Movement Component

**School:** Miles River Middle School

**Grade Level:** 6th, Team Nile

### Description:

The proposed workshop would unite the need for sixth-grade community building within the team structure as well as community outreach to the artistic endeavors in our towns. BoSoma Dance Company, located in downtown Hamilton, offers expertise and enthusiasm around working with students in a creative, abstract way. Our hope is that this workshop would lead to a lasting collaboration with Katherine Hooper and her team; ultimately designing a curriculum that would strengthen the new bonds created in our students' first year of middle school.

# BoSoma Dance Company

Miles River Middle School - 6th grade

Workshops: May 16th & 17th (12pm-2pm)

2 groups of 45 + 3 BDC dancers/teachers

## Exploring Identity through Movement

This 4 hour workshop will focus on how dance and movement can be used to tell a story or express an idea. Through mini exercises and interactive discussions, BoSoma Dancers will teach students how to create and interpret meaning through movement individually and collectively. Using both tools learned in English and Composition, and principles of choreography, students will explore the theme of Identity. Other themes discussed will include Abstract vs. Literal thinking and expression, the importance of complete story-telling with a defined beginning, middle and end, as well as the importance of spatial design to add interest and detail to overall meaning. By the end of the workshop, students should have to tools to create meaningful movement, and to use expressive movement to convey an idea or tell a story.

## Workshop Layout (working)

### DAY 1

Introductions - BoSoma Dance Company (Katherine, Stephanie, Tony & 3 other BDC dancers)

Divide into 2 large groups

#### Part 1: 45 min - 1 hour

- Physical warm up, team-building exercises
- Introduction to improvisation
  - Movement qualities
- "Building a phrase in a box"
  - Connecting movements to numbers to build a phrase
- Discuss Abstract vs Literal thinking and expression
  - give examples and practice

#### Part 2: "Identity Phrase" Exploration - brainstorming identity

- Perception vs. reality?

#### 5 min: Write down What makes you YOU

- 20 words
- Choose and circle top 8 words

#### 15 min: Interactive Discussions

- Bring everyone together and explain **Action words and transitions** - show and practice examples
- Explain Beginning, Middle, & End
- Demonstration of Spatial Design
  - What does this mean?
  - Interactive demo of how to construct spatial design

# BoSoma

Dance Company

## Part 3:

**10 min:** Independently create Movement for each of their 8 words

**20-30 min:** Group Work

- Students will be divided randomly into small groups
- Each group will be randomly assigned a variety of action words
  - Groups make choices how to use them as transitions
- Groups create a “dance” with Beginning, Middle and end, spatial design, their identity movements, and action transition

## DAY 2

**Part 1: 45 min**

- Physical warm up, team-building exercises

**Part 2: 45 min**

- Group Work from day prior
- review and fine tune small group piece
- Share, feedback and reflect

**Part 3: 30 min**

- Introducing Text: Group Circle - trios receive a sentence(s) from *Julie of the Wolves* by Jean Craighead George
- create movement telling the story of the sentence through movement
- practice - 1 narrates, 2 move
- trios one by one stand up and perform in order to tell the story in the round

## **Notice of Vacancy**

### **INTERIM SUPERINTENDENT OF WALTHAM PUBLIC SCHOOLS**

#### **Waltham, Massachusetts**

**The City of Waltham School Committee is seeking an educational leader to serve as Interim Superintendent of Schools starting May 1, 2019. Experienced candidates both within and outside the Waltham Public Schools are invited to apply.**

**Qualifications: Candidate is required to be licensed as a Superintendent of Schools in Massachusetts and have urban experience.**

**Superintendent experience preferable.**

**Salary: Competitive salary and benefits to be negotiated.**

**Application deadline: April 3, 2019 at 3:00 p.m.**

**Employment Term: May 1, 2019 to June 30, 2020**

**For information/application: Candidates should send a letter of interest, resume and other appropriate materials and references to: Glenn Koocher, MASC Waltham Superintendent Search, Massachusetts Association of School Committees, One McKinley Square, Boston, MA 02109. Information will also be accepted by fax or electronically.**

**Please note: The interim superintendent selected will be ineligible to *apply for the position for which a formal search will commence in September 2019.* Candidates should be advised that the School Committee will make application information and interviews public.**

**Fax: 617-742-4125; E-mail: [gkoocher@masc.org](mailto:gkoocher@masc.org) and [amartin@masc.org](mailto:amartin@masc.org).**

**Phone: 617-523-8454**

**Search Timeline:**

- |                         |  |
|-------------------------|--|
| <b>March 7, 2019</b>    | <b>Vacancy announced and advertised.</b>   |
| <b>April 3, 2019</b>    | <b>Closing date for applications which must be submitted not later than 3 p.m.</b>     |
| <b>April 3-5, 2019</b>  | <b>Candidates will be selected by the school committee and invited for interviews.</b> |
| <b>April 8-12</b>       | <b>Candidate Interviews.</b>   |
| <b>Week of April 22</b> | <b>Reference and background checking; hiring decision made.</b>                        |
| <b>May 1, 2019</b>      | <b>Interim superintendency begins.</b>   |

# **THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE IS SEEKING AN INTERIM SUPERINTENDENT FOR THE 2019-2020 ACADEMIC YEAR.**

## **TERM OF EMPLOYMENT**

July 1, 2019 through June 30, 2020

## **SALARY**

Competitive, based on experience

## **DISTRICT PROFILE:**

Hamilton-Wenham

## **HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT MISSION STATEMENT**

The Mission of the HWRSD is to educate our children to become young adults who are of good character and demonstrate mastery of the knowledge and skills needed to be successful members of our global economy and engaged citizens of the 21st Century.

## **HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT VISION STATEMENT**

Through the development of an integrated, data-responsive system of curriculum, instruction, assessment and professional development, the Hamilton-Wenham Regional School District will be a world-class learning organization that graduates students who are well-prepared to meet the post-secondary challenges of the 21st Century economy and are engaged members of our global society.

## **HAMILTON-WENHAM REGIONAL CORE BELIEFS**

1. We believe in high standards for all students.
2. We believe successful members of our global economy and engaged citizens of the 21st Century are effective communicators, collaborative, critical thinkers, and problem-solvers.
3. We believe engaged citizens of the 21st Century demonstrate respect for themselves, other people and their cultures, and our environment.
4. We believe in our shared responsibility to develop the whole child, including academic abilities and physical and emotional well-being.
5. We believe students can demonstrate success in a variety of ways.
6. We believe all students learn resilience and confidence through learning in an environment that provides a balance of support and challenge.
7. We believe learning is a lifelong pursuit that neither begins nor ends with one's formal education.
8. We believe education is the key to continuing the democratic ideals of our Nation.

## **THE SUCCESSFUL CANDIDATE WILL HAVE THE FOLLOWING QUALIFICATIONS:**

- Licensed as a Superintendent of Schools in Massachusetts
- Advanced degree required; doctorate from accredited institution of higher learning preferred
- At least five (5) years educational central office or equivalent experience
- Experience in a regional district preferred
- Strong communication skills with the ability to communicate effectively with school committee members, administrators, classroom professionals and staff
- Knowledge of and experience in fiscal management and budgetary controls in an educational setting
- Working knowledge of the collective bargaining process and experience administering collective bargaining contract
- Knowledge of school finance and ability to assume responsibility for developing, preparing and implementing the annual budget
- Experience in governmental relations with federal, state and other government agencies
- Expertise and administrative experience concerning a wide range of issues in education including curriculum, instruction and assessment
- Experience supervising and conducting evaluations of faculty and supervisory personnel, including principals
- Knowledge of statutory and legal procedures in regard to collective bargaining and other administrative and judicial proceedings
- Knowledge of financial resources available from state, federal and private sources
- Sensitivity to community needs and demonstrated ability to work with individuals from diverse backgrounds in meeting educational objectives
- Demonstrated ability to work with the school committee, staff and community in developing, carrying out and assessing annual and long-range goals for the total educational system
- Ability to stimulate parental and student involvement in the decision-making process

## **TIME LINE SPRING 2019**

**March 27** School Committee approves interim job listing

**April 1 (or before)** Job posting listed on MASC, MASS, & School Spring websites

**April 18** Deadline for submitting applications

**April 24** Semifinalists selected

**April 29 Thru May 7** Semifinalist interviews

**May 8** Finalist selected

**May 22** Finalist interviews (School Committee Decision)

**July 1, 2019** Superintendent begins

The Hamilton Wenham Regional School District is an Equal Opportunity/ Affirmative Action Employer. It does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation, gender identity, or disability in admission to, access to, employment in, or treatment in its programs and activities. Every available opportunity will be taken in order to ensure that each applicant is selected on the basis of qualifications, merit and ability.

## **APPLICATION PROCESS**

Submit applications electronically via School Spring including all required information. Please submit all of the following together by close of business. on April 18th, 2019:

- A personal statement describing your major educational accomplishments and the leadership and organizational skills you will bring to the Hamilton Wenham Regional School District
- An up-to-date resume
- A copy of your Massachusetts superintendent license, or evidence that you are eligible for licensure as a superintendent in Massachusetts
- Evidence of the highest degree earned (official transcripts)
- Three recent letters of reference

**APPLICATIONS MUST BE RECEIVED BY CLOSE OF BUSINESS, THURSDAY, APRIL 18, 2019.**