



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

SCHOOL COMMITTEE MEETING

Buker Elementary School
Multi-Purpose Room

Wednesday, June 19, 2019

7:00 PM

1. Call to Order 7:00
2. Pledge of Allegiance
3. Citizens' Comments
4. Chair's Report
5. Superintendent's Report
6. Consent Agenda
 - a. Minutes
 - April 30, 2019 Exhibit A
 - May 1, 2019 Exhibit B
 - May 15, 2019 Exhibit C
 - May 22, 2019 Exhibit D
 - b. Warrants
 - May 30, 2019 Exhibit E
7. New Business
 - A. Approval of Interim Superintendent Contract Exhibit F
 - B. FY19 EOY Financial Forecast Exhibit G
 - C. Approve Written Purchase Description for a Search Firm for the position of Superintendent of Schools Exhibit H
 - D. Treasurer and Asst. Treasurer Appointment
 - E. Policy: Exhibit I
 - i. First Reading of Student Transportation in Private Vehicles Policy
 - ii. First Reading of Policy Section A
 - iii. Second Reading of Wellness Policy
 - F. Donations Exhibit J
 - Gary Domoracki – Donation to HS Fine Arts Dept. -Use of Florida vacation home \$5,000.
 - EdFund – SMILE Lab \$30,956.20
 - American Heart Association \$60.00
 - Friends of Cutler \$643.75
8. Subcommittee Charges / Chairs
9. Other
 - Topics for next meeting
10. Vote to Adjourn 9:30

David Polito, Chairperson HWRSC

**The Hamilton Wenham Regional School District
School Committee Meeting
Buker Elementary School Multi-Purpose Room
Tuesday, April 30, 2019 7:00 PM**

Present:

Michelle Horgan, Assistant Secretary

Michelle Bailey

Gene Lee

Kerry Gertz, Vice Chairperson

Stacey Metternick, Secretary

Peter Wolczik

David Polito, Chairperson (late arrival at 8:15pm)

Also Present:

Mahala Lettvin, Recording Secretary

Dorothy Presser, MASC representative

1. Call to Order

Kerry Gertz calls the meeting to order at 7:05pm.

2. New Business

School Committee members decide Kerry Gertz, vice-chair, will ask 5-6 questions (decided through discussion, below) of candidates.

A. Develop questions for the Superintendent Interviews

School Committee members discuss the questions provided in the handout, *Draft Questions for Interim Superintendencies*, with the majority of members agreeing to include question #8 & #6. Dorothy Presser, MASC representative, notes that open ended questions tend to elicit better, more informative responses. Gene Lee notes that more probing questions might be best held until second round interviews. Further discussion regarding amount of time allocated and the number of questions reasonable to ask in that time frame. School Committee decides they will not accept candidate's questions at this stage in the process.

School Committee agrees to ask the following:

1. What made you apply to this position?
2. Based on what you have learned about our district, what would be your top 3 goals during your interim superintendency?
3. Please describe your management style, and how you think this may work within our regional district?
4. Have you ever had to assist a school committee in the superintendent search process as a facilitator, advisor, or in an administrative capacity?
5. What is your experience (if any) negotiating union contracts and land use purchases?
6. How familiar are you with the needs and issues of a regional school district, and what is your experience managing these complexities?
7. How would you describe the differences between permanent and interim superintendent roles?

Discussion regarding considering feedback from community members.

B. Interview Candidate William McAlduff for the Interim Superintendent

Exhibit A

Kerry Gertz, vice-chair of the Hamilton Wenham Regional School Committee, introduces herself and welcomes candidate William McAlduff.

Q. What made you apply to this position?

Mr. McAlduff thanks the School Committee for the opportunity this evening. He has spent 4 of the last 5 years as an interim superintendent in Dover-Sherborn Regional and Acton-Boxborough Regional. Mr. McAlduff states he became interested in interim positions because of how much he enjoyed work in regional districts. He provides details of his time in both districts, noting his management style encompasses a motto of “let them do their job” (referring to leadership teams). Mr. McAlduff describes his interim superintendencies as successful, and further elaborates that he misses working and believes he can offer a great deal to Hamilton-Wenham Regional School District, a district that demands an interim superintendent with his particular skills.

Q. Based on what you have learned about our district, what would be your top 3 goals during your interim superintendency?

- (1) Develop a Strategic Plan for Hamilton Wenham Regional School District.
- (2) Ensure that there are no surprises throughout the year; keeping all parties informed and prepared through open communication.
- (3) Work with administration, finance, the School Committee, town finance committees, and other officials to develop a responsible FY21 budget.

Mr. McAlduff adds that it is imperative to be visible and support staff as much as possible in whatever needs they may have, particularly in a role as interim superintendent.

Q. Please describe your management style and how you think this may work within the regional district?

“Collaborative” Mr. McAlduff states that he works well with all stakeholder groups, believes in the benefits of letting the leadership teams do their jobs, and simply acting as a resource for them. As both a principal and assistant principal, he is particularly aware of the vital role of these positions and how important mentorship is. Mr. McAlduff works hard to develop positive partnerships, especially with municipalities, further highlighting the importance of positive relationship with towns in the face of disagreement. He is committed to open communication and believes the School Committee should be kept abreast of all issues as they come up.

Q. Have you ever had to assist a school committee in the superintendent search process as a facilitator, advisor, or in an administrative capacity?

Mr. McAlduff has moved through the process of the superintendent search process three times. He details the climate, timeline, and special considerations for each search process, highlighting his role in ensuring a successful search. He’s particularly proud of his experience at King Philip Regional School District and Wilmington Public Schools, as both resulted in the hiring of a superintendent under Mr. McAlduff’s supervision. He has served in an advisor capacity in numerous other searches. Mr. McAlduff notes that perhaps the most important aspect of an interim superintendent is to work through the transition period and help guide the permanent superintendent in leading a successful future.

Q. What is your experience (if any) negotiating union contracts and land use purchases?

Mr. McAlduff states that he has been negotiating contracts for 21 years, in most cases assuming the lead negotiator role. With his extensive experience, he is very comfortable in negotiations. Although he has not been directly involved in any land purchase negotiations, Mr. McAlduff explains his involvement in the Winchester Public Schools MSBA project involving 3-4 parcels of land for consideration.

Q. How familiar are you with the needs and issues of a regional school district, and what is your experience managing these complexities?

Mr. McAlduff considers himself very familiar with regional issues. He considers regional budget development a much more complex process, and understands the complexities inherent in regional agreements. Mr. McAlduff also notes the issues regarding state funding, transportation funding, how regional districts exercise the efficiency costs year to year, E&D, enrollment calculations, and challenges in developing/maintaining unity between towns.

Q. How would you describe the differences between permanent and interim superintendent roles?

Mr. McAlduff considers his interim superintendent roles as “acting” as the permanent superintendent. He further explains that there is not much of a difference, as the work still needs to be done, and decisions still need to be made in the best interest of the students. The one difference he would point to is that interim positions slow down and not make major changes during their time, because buy-in from a permanent superintendent is crucial in major decisions.

Q. If desired, please provide any closing statements, final thoughts, or information you would like us to consider that we have not asked.

Mr. McAlduff notes that none of his references will claim that brevity is a strength of his!

Mr. McAlduff summarizes his qualifications and what he can offer to Hamilton-Wenham Regional School District. He adds that the learning curve would be steep, as his experience allows him the understanding of how to do the job he'd be hired for.

Mr. McAlduff asks the School Committee what they are looking for in an interim superintendent. Kerry Gertz responds that in fairness to all candidates, the School Committee has collectively decided not to field questions at this time.

Mr. McAlduff thanks the School Committee for their time and the opportunity to speak with them. Ms. Presser escorts Mr. McAlduff out of the room.

School Committee discusses finalist decisions, timelines, details of search process, etc.

David Polito, chairperson, enters the room at 8:15pm.

C. Interview Candidate Herbert Levine for the Interim Superintendent Exhibit B
Kerry Gertz, vice-chair of the Hamilton Wenham Regional School Committee, introduces herself and welcomes candidate Herbert Levine.

Herbert Levine introduces himself briefly. He has served as interim superintendent in both Peabody Public Schools and Blackstone-Millville Regional, as well as permanent superintendent in Salem Public Schools, and deputy superintendent in Wakefield Public Schools.

Q. What made you apply to this position?

Mr. Levine states that he has a record and reputation suggesting that he excels in this line of work, and adds that he would like to continue working for as long as he is healthy enough to do so.

Q. Based on what you have learned about our district, what would be your top 3 goals during your interim superintendency?

- (1) “Do no harm” Mr. Levine explains that Hamilton-Wenham Regional School District does not need to be fixed, and he therefore does not intend to make any decisions to negatively impact the District’s level of success;
- (2) Develop a plan/goals alongside the School Committee to ensure everyone is on the same page;
- (3) Build relationships: Mr. Levine elaborates that relationships of trust are absolutely critical, and he would foster these relationships by being present in the schools to interact with principals, teachers, and students; meeting with parents and administrative team over the summer; and regular walks throughout the schools. He would plan to develop an “entry plan” and implement common sense and good judgment throughout the process of building relationships.

Q. Please describe your management style, and how you think this may work within our regional district?

Mr. Levine states that his management style works well anywhere, because it encompasses embracing kindness, compassion, decency, and dignity. His management style involves respecting the talent that each person brings to the table and considering and listening carefully to the opinions of others (particularly important in interim role). He further explains that as an interim, he would need to rely on the people who have a history with the district and understand the school systems, as their knowledge will help him to learn and implement what is most important to prioritize in the best interest of the students. His leadership style prioritizes students, seeking to make their lives more fulfilling.

Q. Have you ever had to assist a school committee in the superintendent search process as a facilitator, advisor, or in an administrative capacity?

Mr. Levine assisted with 3 searches in Peabody, 2 of which failed. He would be happy to assist Hamilton Wenham in their search if deemed appropriate and if he was asked to do so.

Q. What is your experience (if any) negotiating union contracts and land use purchases?

Mr. Levine explains that his experience in Peabody’s building process involved land that the school already owned. There was no land use purchase involved.

He has a significant amount of experience in negotiating union contracts, as he was raised in a “union house” where his father held the position of union president. This gave Mr. Levine the perspective of compromise: he likes to ask a lot of questions, ensure mutual agreement and remain respectful. He knows contract language very well, and is aware of the fact that everyone wants the best for their people. Mr. Levine worked with Bruce Nelson, union leader, on a daily basis.

Q. How familiar are you with the needs and issues of a regional school district, and what is your experience managing these complexities?

Mr. Levine states that he is very familiar with the needs and issues of a regional school district, having served as superintendent in Blackstone 11 years ago. He admits that he would need refreshers on nuances of budgeting in a regional district, but is certain that he would learn this quickly. He does not believe he would be surprised by anything involving regional district procedure, as in his experience, he didn't find it very different than working for a city or rural/suburban district.

Q. How would you describe the differences between permanent and interim superintendent roles?

Mr. Levine states that once an interim is hired, there is no difference. If hired, Mr. Levine would consider the word "interim" removed from his title. He notes that the only difference would be that an interim superintendent is not going to make substantial changes, "turning everything upside down" in their time with the district. He goes on to suggest the district participate in a climate study every 10 years.

Q. Is there anything you would like the School Committee to know, or any final remarks?

Mr. Levine states that he is a good guy who treats all people well. He is kind, decent, and compassionate, and believes that others would describe him in this way as well. Mr. Levine states that he will be consistently present throughout the schools, talking shop with teachers, and enlisting an immediate communication style across the board. Mr. Levine detests phone calls left unreturned, or emails left unresponded. As such, he will be an active and consistent communicator with all parties. As evidence, he describes "Friday Jottings" a summary of weekly happenings he wrote and disseminated with school committees and leadership teams in his previous roles. He adds that he never undermines a principal. Mr. Levine knows he is good at his job, he knows his job well, and has done this job locally. Mr. Levine thanks the School Committee for their time this evening.

Ms. Presser escorts Mr. Levine out of the room.

School Committee discusses the search process, specifically scheduling finalist interviews and the selection of an interim superintendent. Discussion re: scheduling deliberations; candidates this evening also holding positions as finalists in Marblehead's interim superintendent search; length of time between interviews and deliberations; etc.

David Polito will contact **Bill**@ HWcam in order to (hopefully) watch the interview of William McAlduff tomorrow in allow for School Committee's deliberations tomorrow evening after the final 2 interviews.

School Committee will hold second round interviews on Friday, 05/10/2019 at 6:00pm.

Dorothy Presser suggests that each member of the School Committee choose a topic, and develop their questions surrounding that topic to formulate the second-round interview questions. Ms. Presser will email a set of sample questions to Michelle Bailey.

David Polito will amend the agenda tomorrow.

Kerry Gertz leaves the meeting at 9:14pm.

3. Vote to Adjourn

**I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ADJOURN
AT 9:15 PM.**

**MOTION by Gene Lee; SECONDED by Michelle Bailey.
Unanimously approved by 6 members present.**

Respectfully submitted June 6, 2019 by Mahala Lettvin, Recording Secretary.

**The Hamilton Wenham Regional School District
School Committee Meeting
Buker Elementary School Multi-Purpose Room
Wednesday, May 1, 2019 7:00 PM**

Present:

Michelle Horgan, Assistant Secretary
Michelle Bailey
Gene Lee
Kerry Gertz, Vice Chairperson
Stacey Metternick, Secretary
Peter Wolczik
David Polito, Chairperson

Also Present:

Mahala Lettvin, Recording Secretary
Dorothy Presser, MASC representative

1. Call to Order

David Polito calls the meeting to order at 7:04 pm.

2. New Business

A. Interview Candidate Susan Kustka for the Interim Superintendent Exhibit A
Kerry Gertz, Vice Chairperson, introduces herself and welcomes candidate Susan Kustka.

Q. Would you tell us a little bit about yourself and if desired, provide an opening statement?

Susan Kustka introduces herself and provides a brief overview of her experience, most recently as Assistant Superintendent for Weymouth Public Schools.

Q. What made you apply to this position?

Ms. Kustka is aspiring to be a permanent superintendent. She is goal driven, motivated, resilient, and has a great deal of experience in education. Ms. Kustka thinks an interim position would offer great experience, especially in Hamilton-Wenham's small student body population.

Q. Based on what you have learned about our district, what would be your top 3 goals during your interim superintendency?

Ms. Kustka notes the importance of keeping a steady progress during interim superintendencies. She would first like to understand what the district's goals are. She notes that she has worn many hats including capital plan management, supervision of various departments, food, transportation, principal, etc. She enjoys curriculum development and professional development. She would also implement strategies to support staff. Ms. Kustka speaks of social emotional learning, trauma inflicted students, and notes how this population should always remain a priority.

Q. Please describe your management style and how you think this may work within the regional district?

“Collaborative” Ms. Kutska always starts the year by asking how she can help leaders grow, and then works consistently to develop goals and grow from there. She likes to call herself a share leader for principals, she is there to support the principals, and always encourages principals to keep her in the loop to allow her to support them to the best of her ability. She clarifies that she never makes decisions for others, and she believes there is more than one right way to handle any given situation.

Q. Have you ever had to assist a school committee in the superintendent search process as a facilitator, advisor, or in an administrative capacity?

She has not assisted with the superintendent search process, but has offered support with assistant superintendents and principal searches. Ms. Kutska is very familiar with the process and confident in her ability to facilitate the process, or engage consulting firms if desired.

Q. What is your experience (if any) negotiating union contracts and land use purchases?

Ms. Kutska was a curriculum leader in the district, and as such, has experience with a great deal of negotiations and other problem solving situations. She adds that it is always her preference to work without the presence of attorneys, and has seen a great deal of success in facilitating the process without need for attorneys. Ms. Kutska states that attorneys don't lend themselves well to effective problem solving strategies. She has settled many contracts by enlisting proactive methods. She adds that she has both indirect and direct experience working with MSBA in building facilities, and is excited by that process. Although she has no direct experience with land purchase negotiations, she has a strong budgetary sense and is confident in her ability to engage in such a process.

Q. How familiar are you with the needs and issues of a regional school district, and what is your experience managing these complexities?

Ms. Kutska has heard from many superintendents and school committees about the complexities inherent in regional districts, and notes her understanding of particular challenges arising from town differences such as socioeconomic, culture, etc. Ms. Kutska believes that Hamilton-Wenham already has a strong sense of unity between the towns.

Q. How would you describe the differences between permanent and interim superintendent roles?

Ms. Kutska highlights her various roles in educational leadership, particularly in regards to aligning the district's mission and vision to the long-term plans and budgetary projections. Although a strategic plan is critical to help districts to move forward, she believes this would be a function of the permanent superintendent. She believes her role as interim superintendent would be refraining from those longer term projects, but ensuring a healthy climate for the permanent superintendent to engage in those processes.

Q. If desired, please provide any closing statements, final thoughts, or information you would like us to consider that we have not asked.

Ms. Kutska is an educational leader: she is civic minded, believes in the power of working together, and has numerous skills in this area. She is here this evening because she cares deeply about children. She has extensive experience and skills in Human Resources (which she believes is a unique offering that not many superintendents can offer), professional development, leadership, trauma-informed approaches, and

safety and security for the district (including writing grants to meet the safety/security needs of the district). Ms. Kutska believes that she still has a long time left in education leadership, and knows that her breadth of skills would position her as an excellent leader for Hamilton-Wenham. She adds that she does not want to ever forget what it is like to be a teacher, as her relationship with students drives her to be a strong leader.

Thanks the School Committee for inviting her here this evening to speak. Ms. Presser escorts Ms. Kutska out of the room.

School Committee discusses next steps in the process: second round interviews will take place on the 8th and deliberations will take place on the 10th.

School Committee begins discussing the categories/topics to develop their questions for second round interviews, and will finish their discussion after the second interview.

B. Interview Candidate Jeffrey Sands for the Interim Superintendent Exhibit B
Kerry Gertz, Vice Chairperson, introduces herself and welcomes candidate Jeff Sands.

Q. Can you tell us about yourself?

Mr. Sands has served as the Assistant Superintendent for Hamilton-Wenham Regional School District for the last 6 years. In this capacity, he oversees the day-to-day operations of departments in all non-instructional areas: facilities and grounds, procurement, HR, IT, finance, etc.

Q. What made you apply to this position?

Mr. Sands states that he takes his job very seriously, and has a vested interest in the success of the district. He explains that upon arriving, the district was suffering, but with Dr. Harvey, Mr. Sands, and the leadership team, the district has seen many benefits and a lot of positive growth. Mr. Sands knows that his skills, commitment, organization, and professionalism allowed the district's growth to its current healthier status. Mr. Sands believes he is the right person for the interim superintendent position, as he has a great deal of institutional knowledge, an extremely honorable work ethic, and will provide consistency throughout the transitional period.

Q. Based on what you have learned about our district, what would be your top 3 goals during your interim superintendency?

- 1) Ensure that the leadership team established does not fall apart; that the team continues to work diligently and collaboratively, maintaining continuity in the team despite changes;
- 2) Continue the really great work that Dr. Harvey and the leadership team introduced;
- 3) Continue focus on facilities, specifically continue leading the critical Winthrop Sprinkler Project, and ensure projects are completed on a timely basis.

Q. Please describe your management style and how you think this may work within the regional district?

Mr. Sands explains that his management style is demanding but fair, adding that those that report to him would say they enjoy working with him. If there are issues, Mr. Sands explains that he does not let things fester. He is straightforward and holds high expectations of his team.

Q. Have you ever had to assist a school committee in the superintendent search process as a facilitator, advisor, or in an administrative capacity?

No, Mr. Sands states that he has assisted with the assistant superintendent search process, but has no direct experience with the superintendent search process.

Q. What is your experience (if any) negotiating union contracts and land use purchases?

Mr. Sands has been a part of a team that negotiated the last 7 - 8 contracts for the Hamilton Wenham Regional School District. Dr. Harvey and Mr. Sands took that responsibility together and worked as a team of equals. Mr. Sands adds that he has extensive experience with labor union contracts, as well as negotiating Real Estate and land purchases. Mr. Sands' experience with accounting firms allowed him to gain extensive experience in commercial real estate negotiations.

Q. How familiar are you with the needs and issues of a regional school district, and what is your experience managing these complexities?

Mr. Sands states that he is very familiar with the needs and issues of a regional school district, and managing such complexities is one responsibility he currently holds for the district. He explains that he is familiar with every aspect regarding regional school districts: organization, structure, statutes, budgets, personnel issues, CBA issues, excess and deficiencies, etc. Mr. Sands has extensive and successful experience in this regard.

Q. How would you describe the differences between permanent and interim superintendent roles?

Mr Sands explains that the two roles are very different. In his opinion, the interim's responsibility is to keep the ball moving forward to make sure there's staff who have what they need, continuity, the team is in a good place, and there are no fractures in planning. When the time comes for permanent superintendent, the district is in good standing because the interim has ensured projects continue, and the district remains in sound health. The permanent position, Mr Sands explains, is responsible for the long-term strategic planning and larger project initiatives; enlisting community, parent, and teacher feedback to guide those processes. An interim superintendent would not necessarily engage in these larger projects given the 12 months of service time. Mr. Sands adds that it is crucial for the interim superintendent to provide an adequate transition to the permanent position.

Q. If desired, please provide any closing statements, final thoughts, or information you would like us to consider that we have not asked.

Mr. Sands believes he offers a unique set of skills to the community and to the district. He offers continuity, stability, institutional knowledge, 6 years of relationships with 100s of people in the community, and there is absolutely no learning curve involved should he take this role. Mr. Sands explains that should he take on the role of interim superintendent, the opening of the assistant superintendent position would allow current staff the opportunity to step into a larger leadership role.

Mr. Sands expresses his appreciation for the School Committee's unanimous vote of confidence in interviewing him this evening.

Mr. Sands wore a tie and got a haircut specifically for this interview.

Ms. Presser escorts Mr. Sands out of the room.

School Committee members discuss the most effective process in choosing the finalists for the interim superintendent position. Members discuss positive attributes and qualifications of each of the candidates:

McAlduff: regional experience, interim experience, regional language fluency, skilled communicator, values partnerships, key communicator with towns, experience with Winchester Public Schools building, MSBA process experience, well versed in negotiating contracts, values engagement with schools, interim position continued, so school committees must have had faith in him, climate study idea, strategic planning, served in districts with similar demographics.

Herb Levine: charming, political leader role, vast experience, built 12 schools, goal was 'do no harm'.

Susan Kustka: management/operational skills, student centered passion, took time to research the district extensively and had detailed data points on Hamilton-Wenham demographics, background in special education; curriculum background

Jeff Sands: brings continuity, zero learning curve, union supports his candidacy, well-versed with budgetary challenges (which will only continue), institutional knowledge, interesting and intriguing approach to leadership positions, knowledge and skills with Longmeadow, relationships formed with crucial stakeholders, union contract experience, will keep momentum going.

School Committee members vote on their top two candidates

David Polito: McAlduff & Sands

Kerry Gertz: McAlduff & Sands

Michelle Bailey: McAlduff & Levine

Stacey Metternick: McAlduff & Levine

Peter Wolczik: Levine & Sands

Michelle Horgan: Sands & Levine

Gene Lee: McAlduff & Sands

Total votes:

McAlduff 5

Sands 5

Levine 4

Discussion: both Levine & McAlduff are finalists in Marblehead District's interim search as well. Discussion regarding strategy in carrying 2 or 3 candidates forward. School Committee decides:

05/08/2019: Sands, McAlduff & Levine will be interviewed

05/09/2019: Marblehead will decide on their Interim Superintendent

05/10/2019: Hamilton-Wenham School Committee meets to deliberate

Dorothy Presser will make phone calls to finalists tomorrow morning, and fill the interview time slots on 05/08/2019: (1) 7:00-7:40; (2) 7:50 -8:30; (3) 8:40-9:20

School Committee members discuss the topics they would like to ask questions about during second-round interviews:

Kerry Gertz - Special Education
Stacey Metternick - Building projects/Capital improvements
Gene Lee - Budgeting/Finance (and possibly address elected officials/schools relationship)
Michelle Bailey - School Committee Relations/Communications (and possibly question regarding towns)
David Polito - Leadership & Management
Michelle Horgan - Planning/Organization
Peter Wolczik - Curriculum & Instruction / Teaching & Learning

Members agree to choose 2 questions from their topics above, both a general question and backup question in order to ask something different if need be. Those asking the questions may ask permission from chairperson to ask a follow up question if needed.

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE MOVE WILLIAM MCALDUFF, HERB LEVINE, AND JEFFREY SANDS FORWARD TO THE INTERIM SUPERINTENDENT FINALISTS FOR RE-INTERVIEW ON MAY 8TH 2019.

**MOTION by Stacey Metternick; SECONDED by Michelle Bailey
Unanimously approved by 7 members present.**

3. Vote to Adjourn

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ADJOURN AT 9:16 PM.

**MOTION by Stacey Metternick; SECONDED by Kerry Gertz.
Unanimously approved by 7 members present.**

Respectfully submitted June 6, 2019 by Mahala Lettvin, Recording Secretary.

**The Hamilton Wenham Regional School District
School Committee Meeting
Buker Elementary School Multi-Purpose Room
Wednesday, May 15, 2019 6:00 PM**

Present:

Gene Lee
Michelle Horgan, Assistant Secretary
David Polito, Chairperson
Michelle Bailey
Peter Wolczik

Also Present:

Glen Koocher, MASC Representative
Mahala Lettvin, Recording Secretary

1. Call to Order

David Polito calls the meeting to order at 6:07 pm.

2. Interview with Interim Superintendent Candidates

School Committee members discuss the questions they will ask this evening, as well as the timeline for tonight's interviews and follow up discussions/deliberations. Each School Committee member will ask 1-2 questions.

David Polito will provide an introduction to candidates and ask introductory questions. Each School Committee member will then ask 1-2 questions of the candidate. Michelle Bailey notes that Stacey Metternick wanted one question about buildings asked.

A. Interview candidate Anthony Colannino Exhibit A

David Polito, chairperson, introduces himself, briefly explains the interview process, and asks:

Q. Would you please introduce yourself and explain what interests you about the position/ why you applied to the position.

Mr. Colannino explains that he has been an educator for 20 years, and previously worked as a newspaper reporter. He has a particular interest in "growth mindset" and is engaged in work to advance educational systems through professional development, leadership development, and team building. He enjoys working with people, and is driven to make a better tomorrow through education.

Q. Can you explain your management style?

Mr. Colannino explains that his style is to inspire: to help people become whatever it is they need to become. He highlights his skills in understanding people, his values around growing from mistakes, and his commitment to lifelong learning. With each principal position he has held, Mr. Colannino learned the name of each and every student, and then developed questionnaires to understand the cultural aspects of the school. He explains this as a way of managing change, and managing people.

Q. Do you have any superintendent experience?

No, however, he has worked closely with superintendents.

Q. What do you feel is the difference between an interim and permanent superintendent position?

As an interim it may be a bit more challenging to develop a level of trust from staff, leadership teams, and other stakeholders. Mr. Colannio views this challenge as an opportunity to apply what he has learned about relationship building in order to benefit the school district.

Q. In any of your experiences, either as a consultant or school principal, did you participate in building facilities or purchasing land?

No.

Gene Lee asks:

Q. Can you tell us a bit about your approach and philosophy towards developing a district-wide budget?

Mr. Colannino speaks to the importance of paying attention to values, and developing the budget in meaningful ways around those values. Tax-payers should be informed of how their dollars are being spent and the purposes for each item on the budget. Mr. Colannino stresses the importance of building consensus, ongoing communication, and continued conversations about values, particularly in budget development.

Q. In your consulting experience, have you ever worked as a consultant in a regional district, with more than 1 communities participating in that district?

Mr. Colannino does not recall any regional district experience, though his experiences have ranged from urban to rural. He expresses his confidence in effectively managing a regional district.

Michelle Bailey asks:

Q. Because we are regional, we have two towns with their own personalities and value systems. Can you tell us how you have previously reached out to strengthen relationships and build trust with stakeholders (including faculty, town officials, families, tax payers)?

As a school leader, Mr. Colannino has always valued consistent communication, and in his past positions he implemented a detailed weekly newsletter to achieve such. Connections with the community, school board members, and town officials is paramount to his work, and he details the benefits of developing and maintaining trusting relationships.

David Polito asks:

Q. Could you provide an analysis comparing and contrasting Wellesley (more aligned with the Hamilton-Wenham school district) to the Woburn and Waltham districts?

Parents in Wellesley were more affluent than other districts he has experience with. Oftentimes Wellesley parents presented in more demanding ways, and seemed to ask more questions. Mr. Colannino states that this was never an issue for him, as he feels he should always be able to explain why he is doing what he is doing. Mr. Colannino appreciated the questions he received, and always sought to provide answers or collaboratively engage in finding the answer if he did not know.

Michelle Horgan asks:

Q. As you know, an interim is with the district for one year, but this is a very important year for the district. Would you share an action plan for your first month, and first six-months as interim?

Mr. Colannino states that his first month would be dedicated to setting a foundation of relationship building, developing consensus, understanding cultural components, and gaining a sense of district-wide values. This first month would allow him the knowledge and understanding necessary to develop a 6-month plan.

Q. What do you think you would need from us as school committee members?

Mr. Colannino has learned the important relationship the superintendent holds with the school board, stating he has seen how this relationship often drives the success of the district. Each school committee member is here for a reason, and he would find out that reason and work collaboratively to drive district goals.

Peter Wolczik asks:

Q. Can you give examples of programs or education policies to improve quality instruction you have implemented in other school districts?

By collecting surveys during his time in Waltham, Mr. Colannino learned that implementing writer's workshops was a crucial collective goal. He worked with a literacy consultant to develop curriculum, the central office to develop a budget, and arranged for substitute teachers to allow for this professional development. Every full-time teacher received 9 hours of professional development and participating in the process of preparation, engaging, and debriefing during these sessions. Implementing this program was beneficial, and Mr. Colannino details the numerous benefits received including the teachers' ongoing investment with a willingness to continue learning and collaborating.

David Polito asks:

Q. It is crucial for the interim superintendent to have a plan to retain senior staff in the central office, not only for the duration of the 1-year position, but retention long after the permanent position takes over. What are your thoughts on how to go about that?

His approach in meeting everyone initially would include those senior central office staff. Mr. Colannino would meet with these staff to determine how he can help them grow in the one year. He reiterates his passion for both student and staff growth, and believes central office staff's growth and empowerment is a vital component overall.

Michelle Bailey asks:

Q. We have a unique opportunity in our community to purchase land for the schools, which the interim superintendent would need to actualize or move beyond. Would you talk to us about any experience you may have with renovating/ planning a building, along with prioritizing the numerous projects associated with this purchase.

Mr. Colannino details his experience in building planning, noting that he has worked through considering renovations, considering rebuilding, and addressing budgetary implications. Mr. Colannino highlights the importance of asking *why*, particularly in a project of this caliber, where tying values to the larger projects becomes all the more critical.

Gene Lee asks:

Q. How would you scale some of the efforts you spoke about on the building level to the district level? And given that the role of superintendent is further removed from the classroom, and presents with advanced administrative challenges, how might you manage adjusting to such issues?

His experience in school leadership spanning all grade levels allowed him to understand the various needs of students and families; as Mr. Colannino describes, this is helping people work through emotion so people become their best. Mr. Colannino is confident in his abilities to learn things he does not know. He adds that culture trumps everything, and given his understanding and experience, he knows also that culture is scalable.

Peter Wolczik asks:

Q. Can you describe what the teaching and learning environment in Hamilton-Wenham school district might look like 5-10 years from now?

Mr. Colannino explains how the environment is changing, and how he sees this most visibly in the greater personalization and the utilization of technology as a tool. Mr. Colannino notes the importance of a growth mindset in defining the environment; adapting to ever-changing needs and valuing diverse and individualized learning methods. Growth mindset focuses on “not yet” and different ways growth presents itself.

Michelle Bailey asks:

Q. Given that you have no direct superintendent experience, how do you feel you would approach the anticipated learning curve, as well as advising School Committee members on matters of law.

Mr. Colannino speaks of a particular experience he had with a kindergartner, demonstrating his commitment to individual learning and growth. This student is now 19 and works for HVAC. He has learned a lot in his experience that is applicable to this role, and though he knows that he will encounter new learning opportunities, he notes that everyone will need to learn something at some point. Mr. Colannino states he will openly communicate in every step of every process, and will also value the expertise of School Committee members.

David Polito thanks him for coming in, and invites Mr. Colannino to ask any questions he may have.

Mr. Colannino inquires as to the hiring process timeline.

David Polito explains the process of selecting an interim superintendent, stating that the interim would begin on July 1.

Mr. Colannino asks if any of his responses left the School Committee with additional questions.

School Committee members do not have any follow up questions, and thank Mr. Colannino for his in-depth explanations.

Mahala Lettvin escorts Mr. Anthony Colannino out of the room at 7:05 pm.

B. Interview candidate Lori Gallivan Exhibit B
David Polito, chairperson, introduces himself, briefly explains the interview process, and asks:

Q. Would you please introduce yourself and explain what interests you about the position/ why you applied to the position.

Ms. Gallivan states that she taught for 23 years. About 12 years ago she realized she could not affect as many students as she imagined, and stepped into a leadership role. She believes she has a clear vision that will align with Hamilton-Wenham Regional School District. Ms. Gallivan provides an overview of her educational leadership experience, adding that her 25 years on the North Shore motivates her decision to take an educational leadership role in the North Shore. She points to her 5-year membership in the Massachusetts Association of School Superintendents, and her ongoing involvement with the North Shore Superintendents’ Roundtable. Ms. Gallivan explains that she is drawn to small communities such as Hamilton-Wenham. She thanks the School Committee for inviting her to speak this evening, and expresses her sympathy for the difficulties the School Committee has faced in the process.

Q. Can you explain your management style?

Ms. Gallivan describes that in the past she listened to others, but had her mind already made up on issues. Now, having had leadership and management experience, she values opposing viewpoints for the

collaborative nature, productive dialogue, and alternative approaches they offer. Ms. Gallivan notes that although consensus cannot always be reached, she believes that individuals trust leaders who are transparent and consistent in decision-making in the best interest of students. Ms. Gallivan points out the ever-changing nature of educational environments, and the importance of centering core beliefs and values in management practice.

Q. What do you feel is the difference between an interim and permanent superintendent position?

Ms. Gallivan admits her intention to seek both interim and permanent superintendent roles. She notes that in either role, working collaboratively with the School Committee to develop goals and implement strategies would be a priority. She would weave her own goals into the School Committee's goals and move the district towards continued growth in either or both positions.

Q. Can you describe your experience in the new building process in Saugus schools, and any additional experience you may have in purchasing land?

Ms. Gallivan explains that her experience in Saugus has spanned 7 years: working alongside 6 different superintendents through various phases of the building process. She managed the education plan, and worked collaboratively to develop a document defining the project. Ms. Gallivan further explains that Saugus owned all parcels of land up for consideration, and as a result no procurement issues came up. Eventually, the project used fields at the actual schools. She has no direct land purchase experience, other than the homes she has owned.

Ms. Gallivan asks the School Committee if this is an issue. Members state that Ms. Gallivan has answered the question in a relevant and detailed manner specific to the unique situation the district currently faces.

Michelle Horgan asks:

Q. What is your experience with a capital improvement plan?

The town of Saugus has always owned and managed the capital improvement plan, so although the School Committee advises the town of concerns, the plan is not an entity within the schools.

Ms. Gallivan and School Committee members briefly discuss ownership of land/ buildings of the schools in the Hamilton-Wenham Regional School District.

Ms. Gallivan further details her role in capital improvement planning.

Michelle Bailey asks:

Q. How would you reach out to strengthen relationships and build trust for the schools with various stakeholders (including faculty, town officials, families, school committee, tax payers)?

Ms. Gallivan states that one of her primary goals coming into the position would be strengthening relationships with stakeholders. To do so, she would develop a set of questions to best understand the concerns within the district. She notes the importance of understanding these concerns, as understanding will create a foundation for strategic plan development.

Q. Have you presented a budget to town meeting, attended a town meeting, or spoken on behalf of the schools at a town meeting?

Yes, Ms. Gallivan explains that she presented curriculum, instruction, and evaluation information during a FINCOM meeting.

Gene Lee asks:

Q. Can you tell us a bit about your approach and philosophy towards developing a district-wide budget?

Ms. Gallivan states that Winthrop implemented a zero-based budget which allowed teachers much more involvement in the budget process. This approach allowed both Ms. Gallivan and the current Saugus superintendent a deeper understanding of the intricacies and complexities inherent in the district budget.

Q. What led the Winthrop superintendent to implement a zero-based budget, given the challenges inherent in doing so?

There was a budget shortfall, and it was determined that the best way to handle this was through zero-based budgeting. The process itself has proved very effective, though the outcome is yet to be determined. Winthrop now knows exactly where all the money is, and is able to make changes accordingly as the year progresses. The process has required a lot of hard work from all involved.

Michelle Bailey asks:

Q. One challenge Hamilton-Wenham Regional School District faces is increasing out-of-district placement costs. What creative ideas would you suggest in order to continue meeting the educational needs of students, while keeping within our regular budget?

Special Education is often the trickiest (and largest) part of developing a district budget. Ms. Gallivan explains that the most important aspect of managing this is through ongoing discussion with the Special Education Director. These discussions would ensure funding is being used the right way, and that all funding includes a cushion for preparedness. Administrative team staff roles can help to analyze the IEPs and other proposed services within the larger framework of the model.

Michelle Horgan asks:

Q. As you know, an interim is with the district for one year, but this is a very important year for the district. Would you share an action plan for your first month, and first six-months as interim, and perhaps leading up to your transition?

Ms. Gallivan explains that this depends on the School Committee's goals. Ms. Gallivan asks for clarification as to the status of strategic planning, with School Committee members explaining that the district strategic blueprint is scheduled for presentation during the first week in June.

Ms. Gallivan states that she would need to understand the strategic plan in order to determine where she fits in. In the meantime, she would develop relationships with community stakeholders to determine issues and concerns that guide that document. She believes it would take approximately 4-5 months to meet with everyone in order to obtain an idea of these concerns.

Ms. Gallivan speaks about regional experience, and posits that she does not anticipate any problems adapting to the demands of a regional district.

Finally, Ms. Gallivan highlights that collectively determining goals and benchmarks, a timeline for meeting such goals, and what steps are necessary/expected would be a critical component of her time as interim superintendent. She hopes to be in this seat for another interview during the permanent superintendent search.

Michelle Bailey asks:

Q. How do you help others move towards your innovations?

Ms. Gallivan notes her experience participating in the Women's Leadership Conference, Innovative Leaders program. She explains the influence and innovation students can offer through participating in

this process. Hamilton-Wenham's small environment offers a rich opportunity for students to participate in determining their own educational endeavors.

Peter Wolczik asks:

Q. Can you give examples of programs or education policies to improve quality instruction you have implemented in other school districts?

Ms. Gallivan has introduced numerous new education programs over the years. For example, the Saugus K-5 grades had a Reading Street Curriculum already in place, but the otherwise strong program proved to be weak in phonics. Saugus partnered with Hill Project for Literacy, who created a weekly program designed to emphasize and expand the curriculum already in place. Saugus saw an enormous improvement in phonics.

Michelle Horgan asks:

Q. How was the gap in the Saugus reading curriculum identified?

The gap was identified primarily through data assessments.

Ms. Gallivan continues explaining innovation, and gives an example of an innovative *new* program she implemented, the First Robotics program enrichment. Funding in the amount of \$60,000 became available through Massachusetts, and Saugus was able to offer this program without charging any activity fees or other prohibitive costs to students. Ms. Gallivan was very proud of developing a fruitful partnership and for implementing a new program, as she saw the students thriving and advancing first-hand.

Peter Wolczik asks:

Q. Can you describe what the teaching and learning environment in Hamilton-Wenham school district might look like 5-10 years from now?

Ms. Gallivan describes what this teaching and learning environment may look like. She describes students thinking outside the box, finding alternative solutions, teachers as facilitators rather than instructors, pushing boundaries outside of the school walls, students discovering answers collaboratively, and making meaning of their own education. Ms. Gallivan adds that she hopes to see more community based projects and no more additional MCAS testing. She hopes to see the community offering ways for students to engage and learn.

David Polito invites Ms. Gallivan to ask any questions she may have of the School Committee.

Ms. Gallivan inquires about the reasons behind the District Improvement Plan's "shared leadership approach to evaluation".

Michelle Bailey explains that there was no particular grievance with the evaluations, and that the goal was developed in order to provide consistency and fairness across all evaluations.

Ms. Gallivan notes similarities in Saugus, where outside parties were brought in to help guide the evaluation process.

Ms. Gallivan asks if the ALICE safety protocols have been implemented. School Committee members explain the status of ALICE, and explain the concern from community members that led to adopting ALICE.

Ms. Gallivan points out that this situation may provide a great opportunity in building consensus in the community.

Ms. Gallivan hopes her passion for this work was evident throughout her interview, adding that her leadership style is all about relationships, core values, and treating people with honesty, integrity, and respect. Finally, she encourages School Committee members to reach out to teachers or administrators that she has worked with, and asks about the interim superintendent search process timeframe.

Michelle Bailey explains the details of the hiring process, and when Ms. Gallivan might anticipate hearing back.

C. Interview candidate Dr. Julie Kukenberger

Exhibit C

David Polito, chairperson, introduces himself, briefly explains the interview process, and asks:

Q. Would you please introduce yourself and explain what interests you about the position/ why you applied to the position.

Dr. Kukenberger introduces herself and describes her current role as superintendent in Scarborough, ME school district. She enjoyed her past experiences in Massachusetts, has connections through Boston College, and has been looking for a small district like Hamilton-Wenham to allow her a deeper connection with the community. She is confident in her skills to effectively lead the district and would thoroughly enjoy the challenge of improving an already high functioning school system.

Q. Can you explain your management style?

Dr. Kukenberger describes her management style as a “shared leadership model”. She explains that as a leader, it is important to be flexible and agile, adapting to situations or tasks as they arise. Some situations require leaders to step up while others might require recognizing internal skills and stepping back. Dr. Kukenberger describes herself as a systems thinker who values processes in place to maximize efficiencies.

Q. What do you feel is the difference between an interim and permanent superintendent position?

Dr. Kukenberger states that this was a question that she planned on asking of the School Committee. The hiring of an interim superintendent may be in order to maintain the status quo of the district, other times it may be a decision made in order to “test-drive” and determine fit of a superintendent for a long-time commitment. Dr. Kukenberger hopes for the latter, stating that she hopes to be able to impress Hamilton-Wenham and continue on as permanent superintendent.

Q. Do you have any experience in building a new building or purchasing land on behalf of a school district?

Dr. Kukenberger states that she has not personally been involved in the purchasing of land. However, she explains that the previous two districts she worked in before her current position both had building projects and she was able to take on important roles in the process. As a principal in New Jersey, she thought about programming and sought teacher input on the designing of spaces for building an upper elementary school. When building Hunking Middle School in Haverhill, although she was not directly involved, Dr. Kukenberger explains that she learned a lot from the superintendent in the way he managed all aspects of the project.

Gene Lee asks:

Q. Can you tell us a bit about your approach and philosophy towards developing a district-wide budget?

Dr. Kukenberger notes that the 8 months of budget season is her favorite time of the year.

She explains that each year, she begins with personnel: working with the leadership team to start at ground zero, analyzing who in the district needs to grow in their current position, who needs to grow in a

different direction, who needs to be let go, etc. Dr. Kukenberger developed an interactive spreadsheet demonstrating multi year enrollment that has proved to be a helpful tool throughout the year. With a *people first* approach, budget development is a great time to reinforce the mission and values of the organization.

Dr. Kukenberger then looks at the level services budget by meeting one on one with school principals and department heads to review what was approved for the prior year, the spending to date, and what amount they are asking for next year. Principals and department heads then present new investment proposals which are ranked in two phases. Dr. Kukenberger details the process needed for the budget to pass.

Q. Who are the presentations made to?

We are presenting to ourselves and holding each other accountable. We created a flow document two years ago which allows taxpayers to determine the bottom line, explore the budget expenditures, new investments, etc. The leadership team presents budget to the 7 member school board, then Town Manager and Dr. Kukenberger present budget proposal to the Town Council. The ultimate goal throughout the presentations and process is to have school board members see the budget through various lenses, allowing them a deeper understanding and an ability to more effectively advocate for the budget.

Dr. Kukenberger speaks of the budget book which presents a story rather than numbers. This includes pictures, fast facts, and information that ties the community to the investment they are making in meaningful ways.

Q. How familiar are you with Massachusetts State Law, and how might you overcome the challenges in familiarizing yourself with these laws?

Dr. Kukenberger states that she is confident and fluent in the laws, and visits the Massachusetts Education website often to access available resources. She understands how the Massachusetts funding formula works, and details the similarities in Scarborough.

David Polito asks:

Q. Were you involved in the budget process during your time as assistant superintendent in Haverhill?

Yes, Dr. Kukenberger invested a lot of time understanding the budget, and it was in her second year that she created a process to begin budget development.

Michelle Bailey asks:

Q. Can you tell us how you have reached out to strengthen relationships and build trust with stakeholders (including faculty, town officials, families, officials, school committee, tax payers, etc.)

As part of her entry plan into Scarborough, Dr. Kukenberger focused on building relationships and establishing trust and credibility, as this was crucial in addressing the district's budget challenges. Dr. Kukenberger held over 90 one-on-one interviews including the Chief of Police, Chief of Fire, other known leaders throughout the community, as well as anyone who wanted to speak with her. Dr. Kukenberger is proud of the relationships she was able to form.

Dr. Kukenberger's goal was (and will continue to be) 100 school visits per school year in order to form relationships with students and their families. In addition, she makes it a priority to attend as many school events as she can.

David Polito asks:

Q. Would you explain Scarborough school district breakdown?

Scarborough district has 6 schools: 3 primary schools; 1 intermediate school with grades 3, 4, and 5; 1 middle school with grades 6, 7, and 8, and 1 high school with grades 9-12.

Michelle Horgan asks:

Q. Regional school districts pose some challenges and nuances, how might you bring yourself up to speed and overcome the particular challenges of a regional district?

Dr. Kukenberger has researched Hamilton-Wenham, and speaks of the importance of valuing individual town identities, and the unity between the towns. She is aware of challenges in unifying the communities.

Peter Wolczik asks:

Q. Can you give examples of programs or education policies to improve quality instruction you have implemented in other school districts?

Dr. Kukenberger provides an example: when she arrived in Scarbournough, they had recently adopted a Transgender Policy. Dr. Kukenberger details the challenges inherent in this policy, and how challenges were overcome. As a result of social workers, students, and faculty discussing the problem to be solved, a student equity improvement group was formed. This group created a website with a social justice library, led trainings on microaggressions, gender identity, sexuality, racism, etc. The group is active and ensuring safety throughout the district.

Q. Can you describe what the teaching and learning environment in Hamilton-Wenham school district might look like 5-10 years from now?

Dr. Kukenberger says that though she cannot imagine everything about that environment, but she states that changing culture will demand public schools change and adapt at a similar pace. This includes teacher training and analyzing best practice in public education. This also includes flexibility, relevance, purpose, adopting an understanding of what drives learners today.

Michelle Horgan asks:

Q. The Hamilton-Wenham Regional School District expects a presentation on the new strategic blueprint in early June. As interim superintendent, how would you acknowledge or embrace that blueprint?

When she came to Scarborough, the school did not have a mission statement. She learned that it was not communicated effectively, as many staff were not aware it existed. Dr. Kukenberger states that her role as interim superintendent would be to understand the work that has already been done, and to assimilate.

Michelle Bailey asks:

Q. One challenge Hamilton-Wenham Regional School District faces is increasing out-of-district placement costs. What creative ideas would you suggest in order to continue meeting the educational needs of students, while keeping within our regular budget?

Dr. Kukenberger says that she would first need to understand who is being served - who is staying in district and who is going out of district. Sometimes, to address the issue, the solution is to give permission for the Special Education Director to think creatively. Explains analysis she has used in Scarborough's case and notes how it is often more effective to build a program in district, equipping staff with the confidence and knowledge to best support students.

Michelle Horgan asks:

Q. Have you created program and successfully brought a student back in?

Dr. Kukenberger says that she did participate in creating a program recently in Scarborough K-2 schools to meet the needs of students. She notes the importance of forecasting the needs of students, engaging in ongoing communication with Special Education Director and Assistant Director, and revisiting budget periodically.

Michelle Bailey asks:

Q. Is there any statement you would like to offer regarding the controversy surrounding your current role as Superintendent for Scarborough schools, as well as anything you would like to say in general about how you handle controversy?

Dr. Kukenberger notes that this controversy was the hardest time she's ever had both personally and professionally. She practiced what she told the school board and her leadership team: be positive, be professional, and be student-centered.

Dr. Kukenberger explains that issues were well underway before she started in the district, providing details regarding the start time of school and implementation of proficiency based diplomas. She persevered despite recalling of school board members, picket lines, and other obstacles. She is tougher than she looks, and she is passionate and motivated to continue in education leadership.

David Polito asks:

Q. Coming in as an interim superintendent, could you speak about your thoughts relying on and retaining central office senior staff?

Dr. Kukenberger says she thinks it is important that senior staff feel valued, as they truly are the experts in their own district. She would need to become a student and learn about the relationships especially during entrance phase.

David Polito invites Dr. Kukenberger to ask any questions she may have.

Dr. Kukenberger asks why the School Committee chose to hire an interim superintendent.

David Polito explains that the School Committee wanted the community to feel like they had been heard, and the particular climate and timing required that an interim superintendent search process commence before a permanent was chosen.

Michelle Bailey asks:

Q. Have you ever had any experience in guiding a School Committee in the superintendent search process?

Dr. Kukenberger explains her current role in Scarborough, where a search process is currently underway. She details the information and guidance she offered to the board.

Dr. Kukenberger asks what the School Committee would expect in the 30, 60, and 90 days mark of this position.

Members offer ideas of expectations: closing out fiscal year, summer start date would allow for relationship building, potentially hiring an assistant to the superintendent, potentially producing a report on goals and achievements so far.

Dr. Kukenberger describes and shows the entry plan brochure she created in Scarborough, noting that she would like to develop something similar should she become Hamilton Wenham's interim superintendent. She further explains outreach and understanding the landscape in the community.

Dr. Kukenberger asks what School Committee members are most excited about regarding the future of the district, and what the timeline is for the hiring process.

David Polito says that Dr. Harvey is leaving the district in great standing, and although it is difficult to have him leave, it offers a tremendous opportunity for a new person to come in with innovative approaches.

David Polito further explains that the hiring process is fairly rapid given Dr. Harvey's quickly approaching end date.

Michelle Horgan mentions that the timing of this is conducive to a new leader, given the strategic blueprint and other exciting changes.

School Committee members thank Dr. Kukenberger for her time. Dr. Kukenberger thanks School Committee members for their time, exiting the room at 9:09 pm.

3. Consideration of other potential candidates or selection of Interim Superintendent

Glen Koocher advises School Committee members that their discussion is televised, and it is therefore important for members to be cautious and specify whether comments are opinion or fact.

School Committee members discuss obstacles of deliberating tonight including absent members, interest of additional candidates, timeline, risk of continuing process, etc. School Committee members in attendance all agree that the search has been extensive and adequate: there is no need to continue interviews at this point. School Committee will consider 4 candidates: Susan Kutska, Julie Kukenberger, Lori Gallivan, Anthony Colannino.

School Committee members choose their top two candidates:

David Polito: Gallivan & Kukenberger

Peter Wolczik: Colannino & Kukenberger

Michelle Bailey: Gallivan & Kukenberger (but states she would prefer to give both votes to Kukenberger)

Michelle Horgan: Gallivan & Kutska

Gene Lee: Gallivan & (Kukenberger/Kutska, after discussion, vote): Gallivan & Kukenberger

Total votes: Gallivan (4); Kukenberger (4); Kutska (1); Colannino (1)

Discussion: candidate strengths and challenges. Peter Wolczik continuously voices his support of Mr. Colannino, emphasizing his leadership skills and his innovative approaches would fit well within the district.

Glen Koocher states that Kukenberger and Gallivan have both been predicted to be proficient superintendents. He also reminds School Committee members to reassess the chosen interim in 6 months. Discussion regarding "Vote of No Confidence" and implications of this tactic. Glen Koocher explains that Dr. Kukenberger stood her ground, and the consequence was receiving this vote: a tactic on part of the education union to bully superintendents to comply with what they want.

School Committee members vote for their top candidate choice (Kukenberger & Gallivan):

Peter Wolczik: Kukenberger

Michelle Bailey: Kukenberger

David Polito: Kukenberger

Michelle Horgan: Gallivan

Gene Lee: Kukenberger

Total count: Kukenberger (4); Gallivan (1)

Glen Koocher suggests a motion to allow for an alternative plan should contract negotiations with Julie Kukenberger fail.

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE APPOINT DR. JULIE KUKENBERGER AS INTERIM SUPERINTENDENT FOR THE HAMILTON WENHAM REGIONAL SCHOOL DISTRICT EFFECTIVE 07/01/2019, SUBJECT TO THE SUCCESSFUL NEGOTIATION OF A MUTUALLY AGREEABLE CONTRACT OF EMPLOYMENT BETWEEN THE SCHOOL DISTRICT, SIGNED BY THE SCHOOL COMMITTEE AND THE SUPERINTENDENT APPOINTEE.

**MOTION by Michelle Horgan; SECONDED by Michelle Bailey.
Unanimously approved by 5 members present.**

Glen Koocher will provide a model superintendent contract. The negotiations sub-committee (Kerry Gertz, David Polito, and Michelle Horgan) will review the contract and proceed with negotiations.

David Polito calls Dr. Julie Kukenberger who accepts the interim superintendent offer at 10:17 pm.

- 4. Adjourn into Executive Session purpose #2 to conduct strategy sessions in preparation for negotiations with nonunion personnel or contract negotiations with nonunion personnel.**

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ADJOURN INTO EXECUTIVE SESSION PURPOSE #2 TO CONDUCT STRATEGY SESSION IN PREPARATION FOR NEGOTIATION WITH NONUNION PERSONNEL OR CONTRACT NEGOTIATIONS WITH NONUNION PERSONNEL FOR INTERIM SUPERINTENDENT, NOT TO RETURN TO OPEN SESSION.

**MOTION by Michelle Horgan; SECONDED by Michelle Bailey.
Unanimously approved by 5 members present via roll call vote:
Gene Lee: Yes;
Peter Wolczik: Yes;
Michelle Bailey: Yes;
David Polito: Yes;
Michelle Horgan: Yes.**

Respectfully submitted June 13, 2019 by Mahala Lettvin, Recording Secretary.

**The Hamilton Wenham Regional School District
School Committee Meeting
Buker Elementary School Multi-Purpose Room
Wednesday, May 22, 2019 7:00 PM**

Present:

Michelle Horgan, Assistant Secretary
Gene Lee (7:05 pm arrival)
David Polito, Chairperson
 Stacey Metternick, Secretary
 Michelle Bailey
 Peter Wolczik

Also Present:

Michael Harvey, Superintendent
Jeff Sands, Assistant Superintendent
Lauren Verge, Student Government Representative
Mahala Lettvin, Recording Secretary

1. Call to Order

David Polito calls the meeting to order at 7:04pm.

2. Pledge of Allegiance

All in attendance rise for the Pledge of Allegiance.

3. Citizens' Comments

None.

4. Chair's Report

- Dr. Julie Kukenberger has been hired to begin the interim superintendent position on 07/01/2019, with a contract still in progress.
- Robert Hickey, 6-12 English Curriculum Coordinator, sent an email to the School Committee in response to statements made during the 05/08/2019 School Committee meeting. The email, detailed on pages 120-121 of the [School Committee Packet](#), clarifies that the 6-12 English Department consistently strives to lead thoughtful discussion aligning with the district's values of respecting ourselves and others.
 - Peter Wolczik adds that the letter was written to clarify how teachers take great care in using controversial words, in particular the word that was discussed in this 05/08/2019 meeting.

5. Superintendent's Report

- This Friday, 05/24/2019, each of the Hamilton-Wenham schools will welcome A.P. Gardner Post 194 Local Veterans to commemorate Memorial Day through a brief assembly. Donna Bunk will provide a schedule of assemblies, should School Committee members wish to attend;
- Ramping up for commencement activities for graduating class of 2019:
 - 5/23 Senior Prom;
 - 5/29 Senior Farewell;
 - 5/30 Seniors will return to walk in their elementary schools;
 - 5/30 8:00pm Candlelight will take place @HSA, school committee members are welcome;
 - 06/01 10:00am Graduation ceremony @ HS;
- 5/28 6:45pm Parents' Night for incoming Miles River Middle School students;
- 6/4 6:45pm 8th grade Science Fair;

- David Polito notes that he sent the letter from the English Department head to be included in tonight's official meeting packet, **but was not included.**
- Michelle Bailey adds that this Saturday is Melody Miles , hosted by the Friends of the Arts.

6. Consent Agenda

- a. Minutes
 - April 24, 2019 Exhibit A
 - May 8, 2019 Exhibit B
- b. Warrants
 - April 26, 2019 Exhibit C
 - May 2, 2019 Exhibit D
- c. Field Trip Proposals
 - i. National History Day Competition-College Park, Maryland Exhibit E
 - ii. Ski Trip for February 2020 to Austria & Munich, Germany Exhibit F
 - iii. Spain: Burgos & Madrid-- April 2020 Exhibit G

Michelle Bailey asks to pull item: *iii. Spain: Burgos & Madrid April 2020 Field Trip Proposal*, Exhibit G, detailed in pages 80-106 in the [School Committee Packet](#).

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ACCEPT THE CONSENT AGENDA EXCLUDING ITEM C. iii., FIELD TRIP PROPOSAL, SPAIN: BURGOS & MADRID, APRIL 2020 (EXHIBIT G) AND INCLUDING MINUTES FROM 04/24/2019 (EXHIBIT A) AND 05/08/2019 (EXHIBIT B), WARRANTS FROM 04/26/2019 (EXHIBIT C) AND 05/02/2019 (EXHIBIT D), AND THE FIELD TRIP PROPOSALS INCLUDING NATIONAL HISTORY DAY COMPETITION - COLLEGE PARK, MARYLAND (EXHIBIT E), SKI TRIP FOR FEBRUARY 2020 TO AUSTRIA & MUNICH GERMANY (EXHIBIT F); THERE CAN BE NO FURTHER CHANGES TO THESE DOCUMENTS.

**MOTION by Stacey Metternick; SECONDED by Michelle Bailey.
Unanimously approved by 6 members present.**

Discussion on item *iii. Spain: Burgos & Madrid April 2020 Field Trip Proposal*, Exhibit G: Michelle Bailey notes that students will be staying in homes with host families. There is no information provided regarding whether the families hosting Hamilton-Wenham students have undergone the same or similar screening processes that are required within district for parent volunteers. Michelle Bailey further states that many parents approached her last year with concerns about sending their children on trips without information regarding processes families undergo.

TABLED: Field Trip Proposal, Spain: Burgos & Madrid April 2020, until next meeting 06/05/2019

7. New Business

A. Student Government Presentation

Brianna Borek, Advisor: provides an introduction to tonight's student government presentation, and congratulates students for the 4 years of commitment to their education and to student government.

Will Glovsky, Secretary: update on (1) the two school-wide events: acapello event and (2) the fab teach pond race? Both events were a lot of fun!; (2) Northeast Regional Council has 3 new delegates from our Hamilton Wenham Regional High School.

Jack McMahon, Treasurer: provides update on senior events: (1) Red Sox trip 2 weeks ago, (2) Six Flags this past Tuesday, with about ½ the class attending, (3) Prom planning/event details.

Lauren Verge, President: provides update on the school year overall: (1) ongoing amendments to the student handbook - this is a long process, but the school council has to approve any changes and with

meetings once a month, it has proved difficult to see this to completion. Nevertheless, the Student Government appreciated the opportunity to represent the voices of their class and have those voices heard; (2) Worked to determine best practices for the High School's vaping policies; (3) Initiated #HWgivesback - despite losing momentum midway, the campaign is still full of opportunity and was an educational experience.

Emily Vanderwilden, Vice President: provides update on upcoming dates: (1) Wednesday, 05/28/2019 student government elections; (2) Wednesday, 05/28/2019 class elections for student representatives.

Thank you! School Committee members thank Student Government for their hard work and their commitment to bettering Hamilton Wenham Regional High School, with best wishes for success in their college endeavors.

B. Buker Playground Committee: Presentation of Gift for "Phase II" of Buker Playground Project

Exhibit H

Lisa Bial, 25 Monument St., Wenham: provides an overview of the Buker Playground project, completed with a surplus of funds from the Friends of Buker. The playground was built last summer in 2 phases: the playground itself and the accompanying brick patio. The brick patio was envisioned as a place for students to socialize and memorialize a student, Jennifer, who passed away. This space would double as an outdoor classroom. The Friends of Buker collected a significant amount of money to have that brick patio installed, and has developed a rough draft of a budget. Approximately 120-130 various sized bricks have been purchased and The Friends of Buker would like to present the funds (which total about \$300 over budget) for the School Committee's consideration.

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ACCEPT THE DONATION FROM THE FRIENDS OF BUKER IN THE AMOUNT OF \$16,874.00 FOR THE PURPOSE OF THE BUKER PLAYGROUND BRICK PATIO.

**MOTION by Stacey Metternick; SECONDED by Michelle Bailey.
Unanimously approved by 6 members present.**

School Committee members express their gratitude to The Friends of Buker for their hard work, tremendous effort, commitment to honoring Jennifer, and thank Lisa for her impressive leadership in seeing the project through!

C. Vote to Set Last Day of School as June 14, 2019

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE SET THE LAST DAY OF THE 2018/2019 SCHOOL YEAR AS JUNE 14, 2019.

**MOTION by Stacey Metternick; SECONDED by Michelle Bailey.
Unanimously approved by 6 members present.**

D. 3-Year Student Transportation Contract Recommendation

Exhibit I

Jeff Sands recommends that the School Committee approve the contract detailed in Exhibit I, pages 110-111 of the [School Committee Packet](#).

Discussion: competition, national firms, and otherwise unusual opportunity to accept the extraordinary pricing of \$295/day per bus. Jeff Sands states that approving this contract seems to be a no brainer. Further discussion regarding specifics of amounts, what was budgeted, etc.

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE APPROVES THE DISTRICT CPO'S RECOMMENDATION TO ENTER INTO A 3-YEAR CONTRACT WITH SALTER TRANSPORTATION, INC. FOR A TOTAL CONTRACT AMOUNT FOR REGULAR

ROUTE BUSES OF TWO MILLION FOUR HUNDRED AND FOURTEEN THOUSAND ONE HUNDRED DOLLARS (\$2,414,100) WHICH INCLUDES A YEAR 1 (FY20) CONTRACT AMOUNT OF SEVEN HUNDRED SIXTY-SEVEN THOUSAND EIGHT HUNDRED DOLLARS (\$767,800). THE CONTRACT WITH SALTER TRANSPORTATION, INC. SHALL BE COMPLIANT WITH THE REQUIREMENTS OF M.G.L. CHAPTER 30B AND SHALL HAVE BEEN REVIEWED BY COUNSEL. THE SCHOOL COMMITTEE CHAIR SHALL SIGN THE CONTRACT ON BEHALF OF THE SCHOOL COMMITTEE.

MOTION by Stacey Metternick; SECONDED by Michelle Horgan.

Discussion: Michelle Bailey points out that the increase is above the 4%, and the towns will not increase the district's budget. Michelle Horgan and David Polito point out we're starting at a lower amount than originally anticipated. Jeff Sands adds that this is the only bid the district received, and the bid is reasonable and favorable to the district.

Unanimously approved by 6 members present.

E. General Contract Recommendation for the Fire Protection System Installation and Fire Alarm System Upgrade at the Winthrop Elementary School

Exhibit J

Jeff Sands reads the 05/22/2019 letter as shown in Exhibit J, page 112 of the [School Committee Packet](#).

Discussion regarding potential scenarios and "what-ifs". Jeff Sands reiterates that an extraordinary amount of attention and care was placed in developing the technical specifications of the contract recommendation, providing examples of each detail considered.

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE APPROVE THE DISTRICT CPO'S RECOMMENDATION TO ENTER INTO A GENERAL CONTRACT WITH NEW ENGLAND BUILDERS AND CONTRACTORS, INC. FOR A TOTAL CONTRACT AMOUNT OF SEVEN HUNDRED THIRTY-EIGHT THOUSAND DOLLARS (\$738,000) IN CONNECTION WITH THE FIRE PROTECTION SYSTEM INSTALLATION AND FIRE ALARM SYSTEM UPGRADE PROJECT AT THE WINTHROP ELEMENTARY SCHOOL. THE CONTRACT WITH NEW ENGLAND BUILDERS AND CONTRACTORS, INC. SHALL BE COMPLIANT WITH THE REQUIREMENTS OF THE M.G.L. CHAPTER 149 AND SHALL HAVE BEEN REVIEWED BY COUNSEL. THE SCHOOL COMMITTEE CHAIR SHALL SIGN THE CONTRACT ON BEHALF OF THE SCHOOL COMMITTEE.

**MOTION by Stacey Metternick; SECONDED by Michelle Bailey.
Unanimously approved by 6 members present.**

Jeff Sands explains that there is a considerable amount of work left to be done, and he would like to hand deliver the document to the contractor. David Polito will come to Administration Offices first thing tomorrow morning to sign contract to allow Jeff to hand deliver as soon as possible.

F. Nominate HW Ed Fund for MASC Friend of Education Award

Miscommunication regarding who held the appropriate paperwork: Michelle Bailey handed off her only copy to David Polito. Information cannot be located online. Discussion regarding the most efficient way to handle this nomination. TABLED: Nominate HW Ed Fund for MASC Friend of Education Award, to be addressed at a later date.

G. Revisit SC Working Groups

Exhibit K

Changes suggested: David Polito would like to remove himself from communications, add a member to warrants, and stay on negotiations.

Capital planning/finance Subcommittee: Stacey Metternick, Gene Lee, Michelle Horgan

Policy & Legislative Subcommittee: Michelle Bailey, Peter Wolczik
Negotiations Subcommittee: Kerry Gertz, Michelle Horgan, David Polito
Warrants Subcommittee: Michelle Horgan, **Stacey Metternick**, David Polito,
Communications Subcommittee: Kerry Gertz, David Polito

Michelle Horgan will email her cell phone number to Jeff Sands, who will provide this information to Don Gallant, District Treasurer for the purpose of contacting School Committee member to sign warrants. Stacey Metternick is added as member on Warrants Subcommittee, with David Polito serving as the third and last resort.

All subcommittee groups will meet before the next School Committee meeting to determine subcommittee charges.

Michelle Bailey will contact **Tracy** Novick, MASC to obtain powerpoint presentation on School Committee's use of social media.

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE DESIGNATE STACEY METTERNICK AS AN ALTERNATE SIGNATORY FOR THE WARRANTS SUB-COMMITTEE.

**MOTION by Michelle Bailey; SECONDED by Michelle Horgan.
Unanimously approved by 6 members present.**

H. Donations
Axcelis Technologies Inc. \$150.00

Exhibit L

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ACCEPT THE DONATION FROM AXCELIS TECHNOLOGIES INC. IN THE AMOUNT OF \$150.00 FOR SPONSORING OF THE HAMILTON-WENHAM SCHOOLS ROBOTICS COMPETITION THAT WAS HELD IN MARCH.

**MOTION by Stacey Metternick; SECONDED by Michelle Bailey.
Unanimously approved by 6 members present.**

Thank you to Axcelis Technologies, Inc. for sponsoring this event!

DECA \$4,738.00

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ACCEPT THE MULTIPLE DONATIONS TO THE DECA PROGRAM AT HAMILTON WENHAM REGIONAL HIGH SCHOOL WITH THE AMOUNT TOTALING \$4,738.00, AS DETAILED IN EXHIBIT L2. SPECIAL THANKS TO MICHAEL JONES, INSTITUTION FOR SAVINGS, IPSWICH FOR HIS DONATION OF \$1,000.00, AND TO PETER ROGAL, GOLD CIRCUIT ELECTRONICS, FOR HIS DONATION OF \$1,200.00.

**MOTION by Stacey Metternick; SECONDED by Michelle Bailey.
Unanimously approved by 6 members present.**

Thank you to all the generous donors supporting the DECA program at Hamilton-Wenham!

8. Other

Discussion: Donna Bunk's last day (06/30/2019) and securing a replacement assistant to the superintendent.

Jeff Sands states that since the School Committee has named an interim superintendent, the position can be posted and the interim superintendent will then make the hiring decision. Position will be posted the first week of June, 2019 and remain posted until the 6/28/2019 deadline.

Discussion: collaborative approach in setting goals for interim superintendent; involvement of leadership team in the process; ensuring goals are set for the greater good.

Discussion: permanent superintendent search process; involving leadership in the search process, David Polito states that he has spoken with some of the leadership team, and has also had individuals reach out to him expressing interest in participating in the Search Committee; organizations like the MASC and NESDEC to assist in this process; Michelle Bailey points out that MASC provided a list of companies/organizations that provide this service; services are considered exempt; further discussion surrounding which company/organization to utilize. Stacey Metternick recommends that School Committee member sign up for the listserv to gather more information, have their questions answered, and receive useful feedback from others.

Topics for next meeting

- 06/05/2019 School Committee meeting:
 - 6:30pm: Reception for Retirees;
 - 7:00pm Regular School Committee Meeting;
- Recognition of retiring faculty members;
- Department of Nutrition Services Presentation, Catherine Donovan;
- 2nd annual Treasurer Report, Don Gallant;
- Approve sub-committee charges;
- First reading of the Wellness Policy;
- 8th grade Field Trip report;
- Transition planning;
- Donations;
- Summer schedule of School Committee Meetings;
- Workshop with interim superintendent (Date TBD);

Michelle Bailey inquires as additional School Committee meetings in June after 06/05/2019. How would meetings be organized/scheduled? Brief discussion regarding availability of School Committee members. Discussion regarding need for meetings in the Summer, availability of School Committee members, etc. Stacey Metternick suggests including a topic for next meeting: workshop with interim superintendent. Michelle Bailey asks School Committee members to consider emailing Senator Bruce Tarr with a request to fund regional transportation at 100%, and not below.

9. Vote to Adjourn

I MOVE THAT THE HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE ADJOURN AT 8:19 PM.

**MOTION by Stacey Metternick; SECONDED by Michelle Bailey.
Unanimously approved by 6 members present.**

Respectfully submitted June 13, 2019 by Mahala Lettvin, Recording Secretary.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1048

Voucher Date: 05/30/2019

Prepared By:

Donald Gallant

Printed: 05/30/2019 09:34:05 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$384,541.62 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 E. Gallant
Donald Gallant District Treasurer

Kevin Mahoney Assistant District Treasurer

Michelle Spiga
Designee School Committee Member

Jeffrey Sands Assistant Superintendent for
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL
DISTRICT

Fund	Amount
001 GENERAL FUND	\$384,541.62
	\$384,541.62

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 1049

Voucher Date: 06/07/2019

Prepared By: Donald E. Garant
Printed: 06/05/2019 12:42:05 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$939,296.97 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 E. Garant
Donald Garant District Treasurer

Kevin Mahoney Assistant District Treasurer
Michelle Goya Designee School Committee Member

Jeffrey Sands Assistant Superintendent for Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund	Amount
001 GENERAL FUND	\$939,296.97
	\$939,296.97

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 25

Voucher Date: 06/07/2019

Prepared By: 6-5-19

Printed: 06/05/2019 12:46:18 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$45,258.89 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 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	\$4,180.06
202	REVOLVING FUNDS	\$14.32
205	ATHLETIC/EXTRA CURR REVOLVING	\$38,783.51
301	TITLE I	\$378.22
302	94-142 IDEA 240	\$0.00
304	EARLY CHILDHOOD	\$0.00
402	STATE GRANTS FY EVEN YEARS	\$0.00
502	PRIVATE GRANTS & GIFTS	\$1,578.56
701	CAFETERIA FUNDS	\$324.22
		\$45,258.89

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2723

Voucher Date: 05/28/2019

Prepared By:

H. Capozzi
Printed: 05/29/2019 10:26:28 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$415.00 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
Donald Gallant

District Treasurer

Kevin Mahoney
Kevin Mahoney

Assistant District Treasurer

Designee
Designee

School Committee Member

Jeffrey Sande
Jeffrey Sande

Assistant Superintendent for
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL
DISTRICT

Fund	Amount
202 REVOLVING FUNDS	\$415.00
	\$415.00

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2726

Voucher Date: 06/04/2019

Prepared By:

R. Capozzi
Printed: 06/04/2019 02:21:43 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$415.00 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
Donald Gallant

District Treasurer

Kevin Mahoney
Kevin Mahoney
Assistant District Treasurer

Designee
Designee

School Committee Member

Jeffrey Sande
Jeffrey Sande

Assistant Superintendent for
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL
DISTRICT

Fund	Amount
202 REVOLVING FUNDS	\$415.00
	\$415.00

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2724

Voucher Date: 05/31/2019

Prepared By:

W. Capozzi
Printed: 06/03/2019 09:33:05 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$843.00 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
Donald Gallant District Treasurer

Kevin Mahoney
Kevin Mahoney Assistant District Treasurer

Designee
Designee School Committee Member

Jeffrey Sands
Jeffrey Sands Assistant Superintendent for Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund	Amount
202 REVOLVING FUNDS	\$843.00
	\$843.00

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2727

Voucher Date: 06/07/2019

Prepared By:

Donald Gallant
Printed: 06/05/2019 10:50:29 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$128,065.98 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 E. Gallant
Donald Gallant District Treasurer

Kevin Mahoney Assistant District Treasurer
Michelle Hogg
Designee School Committee Member

Jeffrey Sands Assistant Superintendent for
Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL
DISTRICT

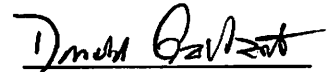
Fund		Amount
001	GENERAL FUND	\$105,535.06
202	REVOLVING FUNDS	\$417.00
205	ATHLETIC/EXTRA CURR REVOLVING	\$9,019.04
502	PRIVATE GRANTS & GIFTS	\$13,094.88
		\$128,065.98

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2728

Voucher Date: 06/07/2019

Prepared By:




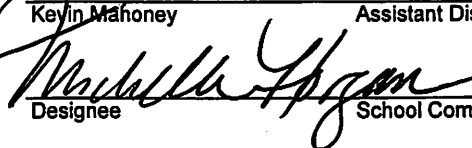
Printed: 06/05/2019 12:17:30 PM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$137,297.04 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 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	\$65,214.14
202	REVOLVING FUNDS	\$64,459.18
205	ATHLETIC/EXTRA CURR REVOLVING	\$1,895.00
402	STATE GRANTS FY EVEN YEARS	\$2,627.72
452	CAPITAL PROJECT FY19/FY20	\$2,976.00
601	TRUST FUNDS	\$125.00
		\$137,297.04

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT VOUCHER

Voucher No: 2725

Voucher Date: 05/31/2019

Prepared By:

W. Capozzi

Printed: 06/03/2019 09:34:37 AM

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT is hereby authorized to draw warrants against HAMILTON WENHAM REGIONAL SCHOOL DISTRICT funds for the sum of \$415.00 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
Donald Gallant District Treasurer

Kevin Mahoney Assistant District Treasurer

Michael Hogan
Designee School Committee Member

Jeffrey Sands Assistant Superintendent for Admin. and Finance

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

Fund	Amount
202 REVOLVING FUNDS	\$415.00
	\$415.00

CONTRACT OF EMPLOYMENT BETWEEN HAMILTON WENHAM REGIONAL
SCHOOL DISTRICT AND JULIE KUKENBERGER

This agreement is made on June 9, 2019 by and between the Hamilton Wenham Regional School Committee, hereinafter referred to as the "Committee," and Julie Kukenberger, hereinafter referred to as the "Superintendent."

WITNESSETH:

WHEREAS, the Committee desires to provide the Superintendent with a written employment contract in order to enhance administrative stability and continuity within the schools, which the Committee believes generally improves the quality of its overall educational program; and,

WHEREAS, the Committee and the Superintendent believe that a written employment contract is necessary to describe their expectations, goals, relationship and mutual obligations and to serve as the basis of effective communication between them as they fulfill their policy making and administrative functions in the operation of the education program of the schools;

and,

WHEREAS, the Superintendent is certified as such in the Commonwealth of Massachusetts or is certifiable and will obtain same in due course,

NOW, THEREFORE, in consideration of the promises herein contained, the parties hereto mutually agree as follows:

1. EMPLOYMENT:

The Committee hereby employs Julie Kukenberger as Superintendent of the Hamilton Wenham Regional School District, and the Superintendent hereby accepts employment on the following terms and conditions:

2. TERM:

- (a) The Superintendent shall be employed for the period commencing on July 1, 2019 through June 30, 2020. The School Committee shall notify the Superintendent in writing on/or before March 1, 2020 as to whether it intends to renew said Agreement beyond the expiration date of June 30, 2020.
- (b) The Superintendent may terminate this Agreement only after having furnished the Committee with her written notice of intention to terminate at least ninety (90) days prior to the effective date of her resignation or upon mutual agreement of the parties.

3. COMPENSATION:

- (a) Effective July 1, 2019, the Superintendent's annual salary will be \$178,000. Said Superintendent agrees to perform faithfully the duties of Superintendent and to serve as the Chief Executive Officer of the Committee. The annual salary shall be paid in equal installments in accordance with the rules of the Committee governing payment of other professional staff members employed by the School Department.
- (b) A \$2,700 pool will be allocated to reimburse Dr. Kukenberger for each day of district transitional work, done as a consultant, done prior to the July 1, 2019 start date at a rate of \$675 per day.

4. TERMINATION:

The Superintendent shall be subject to discharge for good cause subject to a majority vote of the School Committee. In the event the Committee desires to discharge the Superintendent for good cause, the Superintendent shall have the right to be furnished with a written statement specifying the causes for which such dismissal is sought, reasonable notice of at least 30 days or, as required by the General Laws, of the time and place of a hearing thereon, and a fair hearing before the Committee, which hearing shall be in executive session or open to the public if the Superintendent so requests.

Any claims arising out of or relating to termination of employment, shall be settled and determined by arbitration in accordance with the Labor Arbitration Rules of the American Arbitration Association. An award by an arbitrator appointed pursuant to such rules shall be final and binding on the parties and may be entered into any court, tribunal or commission otherwise having jurisdiction thereof, for enforcement pursuant to the provisions of and standards of M.G.L. c. 150C or if G.L. 150 C is determined to be inapplicable, then pursuant to the provisions Ofc. 251 of the General Laws relative to arbitration of commercial disputes.

If the arbitrator finds that "good cause" does not exist for the termination, the arbitrator is prohibited from ordering reinstatement of the Superintendent.

5. DUTIES:

Both parties agree that said Superintendent shall perform faithfully and competently the duties of the Superintendent of Schools for the Hamilton Wenham Regional School District as prescribed by the laws of the Commonwealth of Massachusetts, and by the rules and regulations lawfully promulgated by the Committee, including her obligations under this contract. She shall maintain the confidence of the community in her leadership.

6. PERFORMANCE EVALUATION:

The Superintendent will be evaluated in accordance with the Department of Elementary and Secondary Schools evaluation process for Superintendents. (603 CMR 35.05)

7. CERTIFICATION:

The Superintendent shall furnish and maintain throughout the term of this Agreement a valid and appropriate certificate qualifying him to act as a Superintendent of Schools in the Commonwealth, as required by G.L. c. 71, section 38G.

8. INSURANCE BENEFITS:

The Superintendent shall be entitled to insurance (medical, hospital, and life) benefits currently available to teachers, such benefits not to reduce benefits expressly provided for in this Agreement or to be agreed upon in the future.

9. SICK LEAVE:

The Superintendent shall be entitled to sick leave of fifteen (15) days per year in each contract year with a maximum accumulation of two hundred sixty (260) days. The Superintendent shall commence initial employment with 15 credited sick days, however as annual sick days accumulate they shall first be accumulated and deducted from these 15 credited sick days.

10. ANNUAL VACATION, HOLIDAYS, LEAVES:

The Superintendent shall receive twenty (20) working days as annual vacation, which shall be credited to the Superintendent each July 1. The Superintendent may carry over 5 vacation days per year with the advance approval of the School Committee Chairperson with no more than an accumulation of 25 days at any one time.

- A. All accumulated vacation time will be paid to the "Superintendent" (or her estate) in the next pay period following resignation, retirement, termination or death at the then effective per diem rate as discussed in section 3b.

If the Superintendent leaves employment prior to June 30 of any year, she is entitled only to a pro rata share of vacation for the fiscal year in which her employment ends. If all vacation time has been utilized prior to her termination of employment, a per diem amount will be withheld from her final paycheck. The per diem rate shall be determined by dividing her annual salary by 260.

The Superintendent shall be entitled to all holidays recognized by the Committee and made available to any other employee.

The Superintendent shall be entitled to all other leaves of absence such as bereavement as are available to other professional staff.

12. PROFESSIONAL ACTIVITIES:

The Superintendent may accept speaking, writing, lecturing or other engagements of a professional nature as he sees fit, provided they do not derogate or detract from or interfere with her performance or duties as Superintendent.

The Committee shall budget for professional development, which will include, but not be limited to the following expenses:

Attendance at professional meetings:

- One National Conference: Full reimbursement.
- State Conferences: Full reimbursement.

\$3,000 will be budgeted for the Superintendent's Professional development. Requests for additional professional development expenditures in excess of the amount budgeted will be contingent on School Committee approval.

13. MEMBERSHIPS:

The Committee, at its expense, will provide to the Superintendent membership in the Massachusetts Association of School Superintendents, AASA, ASCD, DALI, the North Shore Superintendent's Roundtable, and the Suburban School Superintendents' Association.

14. CONTRIBUTORY RETIREMENT:

The Superintendent shall be a member of the teachers' contributory retirement system as required by G.L. c. 32, s. 2.

15. PERSONAL DAYS:

The Superintendent shall be granted five (5) personal days per contract year. No accumulation of personal days exists under this Agreement.

16. REIMBURSEMENT FOR EXPENSES:

Out of District travel expenses shall be paid at the reimbursement rate, as set by the Hamilton Wenham Regional School District, upon submission of a written voucher.

17. COMPUTER AND CELL PHONE:

The Superintendent will be provided with a Macintosh laptop computer and a cell phone for school-related business.

18. ANNUITY:

In addition to the Superintendent's regular compensation the committee shall make an annual lump sum payment, or about July 1, or in the first pay period of each fiscal year, by the Committee of \$3000 to an insurance company of the Superintendent's choice for an annuity contract consistent with MGL c. 71 §37B, and sec. 403(b) of the IRS Code. The Superintendent may add his/her own contribution to the compensation paid by the Committee

19. PROFESSIONAL LIABILITY:

The Committee shall provide for a public employee liability insurance policy, or guarantee the Selectmen have provided same, naming the Superintendent as an insured person in the amount of one million dollars.

The Committee will defend, hold harmless and indemnify the Superintendent against all civil demands, claims, suits, actions and legal proceedings brought against the Superintendent individually or in her capacity as agent or employee of the Committee which may arise while the Superintendent is acting within the scope of her employment, except that criminal litigation should not be included.

20. ENTIRE AGREEMENT:

This contract embodies the whole agreement between the Committee and the Superintendent and there are no inducements, promises, terms, conditions, or obligations made or entered into by either party other than those contained herein. No incorporation by reference is made to any policy manual or collective bargaining agreement. This contract may not be changed except by a writing signed by the party to be bound or against whom enforcement thereof is sought.

21. INVALIDITY:

If any paragraph or part of this agreement is invalid, it shall not affect the remainder of said Agreement, but said remainder shall be binding and effective against all parties.

David Polito, Chair
School Committee

Date

Julie Kukenberger, ED.D.
Superintendent of Schools

Date



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

FY19 Operating Expense Forecast As of June 14, 2019

Provided for the School Committee Meeting on June 19, 2019

Prepared by:

Jeffrey D. Sands, Assistant Superintendent of Schools



FY19 Operating Expense Forecast (after Offsets) Summary by DESE Budget Category

Summary by DESE Category		FY19	FY19	FY19
		Budget	YE Projection	Over/Under
Administration		\$ 1,180,028	\$ 1,125,028	\$ 55,000
Capital, Operations, Maintenance		\$ 2,184,501	\$ 2,254,501	\$ (70,000)
Guidance, Counseling, Testing		\$ 1,110,803	\$ 1,110,803	\$ -
Inst. Materials		\$ 1,006,104	\$ 936,104	\$ 70,000
Instructional Leadership		\$ 3,082,942	\$ 3,077,942	\$ 5,000
Insurance, Retirement, Other		\$ 4,173,276	\$ 4,213,276	\$ (40,000)
Other Teaching Services		\$ 2,477,389	\$ 2,547,389	\$ (70,000)
Prof. Dev.		\$ 223,799	\$ 213,799	\$ 10,000
Pupil Services		\$ 2,437,988	\$ 2,417,988	\$ 20,000
Teachers		\$ 11,927,090	\$ 11,907,090	\$ 20,000
Tuitions*		\$ 2,090,140	\$ 2,090,140	\$ -
District Totals		\$ 31,894,058	\$ 31,894,058	\$ -

* - Assumes the use of an additional \$547K in CB Offset vs Budget. This would fully deplete the CB Reserve Account as of 6/30/19.

Executive Search Consultant Services for the position of Superintendent of Schools

December 2019

Time Line: Superintendent appointment commences on January 29, 2020

Release date: December 2, 2019

Questions must be received December 12, 2019

via email to o.raimo@hwschools.net and copy to m.bailey@hwschools.com

Quote submittal Due Date December 19, 2019

Hamilton-Wenham Regional School District

I. RFQ Timeline and Decision to Use a Request for Quotes

Decision to Use a Request for Quotes

The Hamilton-Wenham Regional School District (“District”) is requesting quotes from qualified consulting firms or individual consultants (“consultants”) to provide Executive Search Consultant Services for the position of Superintendent of Schools in accordance with the following quote schedule and the specifications for the District. The Chief Procurement Officer has determined that in order to select the most advantageous quote to search and select a new School Superintendent, comparative judgments of technical factors in addition to price will be necessary.

The District School Committee (“Committee”) will evaluate each proposer’s experience, proposed methodology for the search process, action plans and timelines, ability to communicate effectively, and past successes in meeting the needs of other district searches. After review of the Technical Quotes, the Committee may schedule interviews with Proposers who have been deemed “Advantageous” or higher. The successful proposer will be expected to develop and implement a search plan in accordance with the quote requirements as further described herein.

II. Introduction

Hamilton-Wenham Regional School District is a high-performing, public secondary school district with a student population of 1,724, located approximately twenty miles north of Boston and 20 miles south of the New Hampshire border. The District includes three Elementary Schools (grades Pre-K to 5th), one Middle School (grades 6-8) and one High School (grades 9-12) on the same campus. The District provides educational services for the communities of Hamilton and Wenham, Massachusetts. The District is governed by a Superintendent as well as

a School Committee of seven members elected at large from the two communities for three-year terms.

Overview

The Committee expects the consultant or consulting firm to assist in working with an ad hoc committee to facilitate the search process for the next school superintendent for the District.

Schedule

The Request for Quote (RFQ) will be released on December 2, 2019, to known consultants and will be available online at <https://www.hwschools.net>.

Quotes shall be received until 12:00 p.m. on December 19, 2019 at the Hamilton-Wenham Regional School District, Office of the Superintendent, 5 School Street, Wenham, MA 01984.

Interviews of qualified Proposers may be scheduled January 22, 2020. The award of this contract, if any, will be no later than 45 days after the deadline for the submission of quotes. In accordance with the provisions of the applicable statutes of Massachusetts General Laws, the District reserves the right to waive any informalities in any or all quotes, or to reject any or all quotes, if it is in the public interest to do so.

III. Scope of Work:

The District seeks quotes from experienced executive search consultants to assist in recruiting applicants for the position of Superintendent of Schools. The successful Consultant will work with the Committee to conduct a search for highly qualified candidates. The scope of work will include, but not be limited to, a process that identifies the following:

1. Develop a survey to solicit opinions from various stakeholders including Committee members, staff, parents, other elected or appointed community officials, and members of the community to help the Committee align its search with leadership needs and any other identified stakeholder needs.
2. The Consultant will present its survey findings and recommendations in a written report to the Committee. The Consultant will work with the Committee and Central Office staff to develop descriptive documents for prospective applicants.
3. Conduct networking and other search activities to generate a diverse pool of highly qualified prospective candidates.
4. Assist the Committee in establishing selection criteria and in identifying and recruiting highly qualified applicants for a new Superintendent of Schools.
5. Assist the Committee and Search Committees to screen applicants, verify credentials, and check references.

6. Assist the Committee and Search Committees during the interview process.
7. Assist the Committee in scheduling site visits, the final selection process, and consult during the contract negotiations with the candidate selected.
8. Continue to work on this assignment through the hiring of a Superintendent.

IV. Quote Submission Requirements

A. Failure to submit documents requested may result in the determination that a quote is non-responsive unless the Committee deems such a failure to be a minor informality. Quote must include the following information.

1. A Letter of Interest including company history.
2. The quote should include name, current resume, summary of credentials, and the number of years of experience providing executive search services for all consultants who will work with the Committee and Search Committees on this contract.
3. The Proposer should identify the name of the “Lead Consultant” who will be the person assigned to work directly with the Committee and Search Committees. Note that the contract will require the same “Lead Consultant” to be assigned to this contract for the duration of the search process, through and including the hiring of a Superintendent.
4. The quote must include a description of the Proposer’s approach to performing services outlined in the Scope of Services, including a description of their proposed candidate recruitment strategies and a “search process plan,” approach to assuring community involvement and input, and a timeline with milestones.
5. Submit a list of communities and supporting documentation for which your company provided similar executive Superintendent search services in communities as described in this Request for Quote (RFQ) during the past five (5) years.
6. References: A minimum of five (5) references of comparable executive search projects, including a one paragraph synopsis per reference, dates of service, client’s names, addresses, email addresses, and telephone numbers. The District or Committee reserves the right to use itself as a reference.

A quote may be rejected on the basis of one or more references reporting less than excellent past performance by the bidder and/or that experience does not meet the Minimum Criteria.

V. Minimum Criteria

All quotes must have a section in their quote labeled MINIMUM CRITERIA and must provide all necessary documentation as evidence that they meet each of the following minimum criteria in order to be considered for further evaluation:

1. The Proposer has included a minimum of three (3) examples of direct experience in conducting successful executive searches for School Superintendents and/or secondary and higher education administrators (public and private sector) and/or other public sector executive positions within the last five (5) years.
2. The Proposer has provided evidence that they have a record of having managed a successful community component of a School Superintendent search process in two (2) school districts.
4. The Proposer has demonstrated the capacity to generate the necessary advertisements, brochures, and other forms of candidate outreach as evidenced by documented past experience and samples of advertisements, brochures, and recruitment strategies with this quote.
5. The Proposer has provided documentation and a track record of assigning a Lead Consultant who continues throughout the entire project until a successful desired end result has been achieved as verified by providing a minimum of two (2) past executive search references confirming this.

VII. Award of Contract

The contract will be awarded to that Proposer deemed by the Committee to have submitted the most advantageous quote taking into consideration all of the listed criteria in addition to the pricing and proposed timing of payments.

VIII. Term of the Contract

It is anticipated that work under this contract shall begin in January 2019 and shall be completed by April 30, 2019.

Hamilton-Wenham Regional School District

Executive Search Consultant Services
for the position of Superintendent of Schools

Price Quote

The price must be submitted without "conditions or exceptions."

The pricing set forth in this quote shall constitute full and complete compensation for the services to be provided by the Consultant/Firm. There shall be no reimbursement for out-of-pocket expenses incurred by the Consultant in connection with the performance of services unless specifically specified below.

Price quote for School Superintendent Search:

\$_____ Total Fixed Fee Total Contract Price in words:_____

Other Costs:

_____	\$ _____
_____	\$ _____
_____	\$ _____

Signature: _____ Title: _____

Company: _____ Tel: _____ Fax: _____

Address: _____

City: _____ State: _____ Zip: _____

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

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

1. **Transportation for the activity** has the prior approval of the Superintendent or his or her designee.
2. The owner of the vehicle being used in transporting students has filed evidence with the Superintendent that the vehicle is registered with the **appropriate state** Department of Motor Vehicles **and the driver has a valid driver's license.**
3. The parents/guardians of students to be transported in this manner has been fully informed as to this means of transportation and signed a statement to this effect.

Adopted: 9/18/14
Reviewed:

SOURCE: Hamilton-Wenham

~~SCHOOL DISTRICT LEGAL STATUS~~

~~The legal basis for public education in the District is vested in the will of the people as expressed in the Constitution of Massachusetts and state statutes pertaining to education.~~

~~Under the General Laws of Massachusetts, _____~~

~~"... Every town shall maintain... a sufficient number of schools for the instruction of all children who may legally attend a public school therein."~~

~~The public educational system of _____ structurally is a department of the town operated under laws pertaining to education and under regulations of the Massachusetts Board of Education. The area served by the _____ Public Schools is coterminous with the Town of _____~~

~~Established by law~~

~~LEGAL REFS.: _____ Constitution of Massachusetts, Part II, Chapter V, Section II
_____ M.G.L. 71:1~~

~~CROSS REF.: _____ BB, School Committee Legal Status~~

~~Historical Note: _____ Massachusetts has the oldest public school system in the nation. Dating back to 1647, the laws of the Massachusetts Bay Colony required towns to provide for a program of public education. _____~~

~~SOURCE: _____ MASC~~

~~NOTE: A statement under this code is usually statutory and informational. This statement presents statutory information relating to Massachusetts school districts. Historical notes on the school district's organization and information on its areas or boundaries might also be included.~~

~~The cross reference is to a related policy in this reference manual and is offered as a suggestion for cross-referencing your own statement in this category.~~

~~The content of a policy at this code for a regional school district would be different from the sample policy above. Regional school districts often refer to the regional agreement with the legal references; many have included a copy of the regional agreement as an exhibit document coded AA-E.~~

File: AB

THE PEOPLE AND THEIR SCHOOL DISTRICT

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The School Committee has the dual responsibility for implementing statutory requirements pertaining to public education and local citizens' expectations for the education of the community's youth. It also has an obligation to determine and assess citizens' desires. When citizens elect delegates to represent them in the conduct of public education, their representatives have the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.

The School Committee therefore affirms and declares its intent to:

1. Maintain two way communication with citizens of the community. The public will be kept informed of the progress and problems of the school district, and citizens will be urged to bring their aspirations and feelings about their public schools to the attention of this body, which they have chosen to represent them in the management of public education.
2. Establish policies and make decisions on the basis of declared educational philosophy and goals. All decisions made by this Committee will be made with priority given to the purposes set forth, most crucial of which is the optimal learning of the children enrolled in our schools.
3. Act as a truly representative body for members of the community in matters involving public education. The Committee recognizes that ultimate responsibility for public education rests with the state, but individual School Committees have been assigned specific authority through state law. The Committee will not relinquish any of this authority since it believes that decision making control over the children's learning should be in the hands of local citizens as much as possible.

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SOURCE: MASC

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NOTE: Since this is a reference manual, no adoption dates are given. The date of adoption, and revision dates, if any, should be noted on each policy in a local School Committee's policy manual.

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NONDISCRIMINATION

Public schools have the responsibility to remove, insofar as possible, any barriers that prevent children from achieving their potential. The following statements confirm the District's intent to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive interactions between and among children, youth and adults, who all have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Use all appropriate communication and action to air and reduce the grievances of individuals and groups.
4. Review District practices in order to achieve the objectives of this statement to the greatest extent possible.

The School Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in admission to a public school or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, gender identity, pregnancy or pregnancy related condition, or disability. If someone has a complaint or feels that s/he have been discriminated against because of their race, color, sex, religion, national origin, sexual orientation, gender identity, pregnancy or pregnancy related condition or disability, their complaint should be registered with the Title IX compliance officer.

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education For All Handicapped Children Act of 1975.

M.G.L. 71B:1 et seq.

M.G.L. 76:5, 16; 151B:4

603 CMR 26.00 et seq.

Adopted: 4/4/13

Reviewed: 3/16/17

SOURCE: Hamilton Wenham (listed as a draft copy—updated protected class and references)

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NONDISCRIMINATION

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school district will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy related condition. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, disability, pregnancy or pregnancy related condition., their complaint should be registered with the Title IX compliance officer.

~~SOURCE: MASC~~

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment
Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Title IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
M.G.L. 76:5; Amended 2011
M.G.L. 76:16
BESE regulations 603CMR 26.00 Amended 2012
BESE regulations 603CMR 28.00

File: AC

CROSS REFS.: ACA- ACE, Subcategories for Nondiscrimination
GBA, Equal Employment Opportunity
JB, Equal Educational Opportunities

~~UPDATED: March 2018~~

~~NOTE: This category is for a general policy covering all types of nondiscrimination and relating to students, staff, and others. Federal and state laws apply.~~

~~If a policy relates to staff only, to students only, or a particular form of non-discrimination, it is better filed elsewhere. Appropriate codes for such statements are indicated by the cross-references.~~

~~Regulations pertaining to all forms of nondiscrimination—or a procedure all persons can resort to for redress of grievances related to nondiscrimination—would follow under code AC R.~~

~~Law in most instances requires official School Committee approval of regulations in this area.~~

File: ACA

NONDISCRIMINATION ON THE BASIS OF SEX

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school district does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, to all of its students and employees.

The Committee will designate an individual to act as the school district's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

~~SOURCE: MASC~~

~~UPDATED: June 2012~~

LEGAL REFS.: Title IX of the Education Amendments of 1972
45 CFR, Part 86, (Federal Register, 6/4/75)
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE 603 CMR 26:00

CROSS REF.: AC, Nondiscrimination

HARASSMENT PREVENTION & RESPONSE

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I. Policy Preamble: The Hamilton Wenham Regional School District School Committee is committed to the prevention of harassment based upon sex, race, color, national origin, religion, age, disability, gender identity or sexual orientation. This policy has been developed to ensure that the educational opportunities of all students, and the employment conditions of all employees, are not threatened or limited by such harassment, and to ensure that individuals are free to work, learn, and develop relationships without fear of intimidation, humiliation or degradation.

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This policy defines: unlawful and prohibited conduct; reporting and investigation procedures; and disciplinary sanctions.

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It shall be a violation of this policy for any employee or student of the Hamilton Wenham Regional School District to harass another employee, adult member of the school community, student, applicant for employment or other person with business to conduct with the Hamilton Wenham Regional School District, through conduct and communications as defined below. It shall also be a violation of this policy for students to harass other students or staff through conduct or communications of a harassing nature as defined below.

II. Unlawful and Prohibited Conduct Defined: Unlawful and prohibited conduct includes, but is not limited to, actions which are related to a person's sex/gender, race, color, national origin, religion, age, disability, gender identity or sexual orientation when such actions are unwelcome and unsolicited by the recipient.

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Harassment based on a person's race, color, national origin, religion, age, disability or sexual orientation consists of conduct that:

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1. has the purpose or effect of creating an intimidating, hostile, humiliating, or offensive work or education environment;
2. has the purpose of substantially or unreasonably interfering with a person's work or academic performance;
3. or otherwise adversely affects a person's academic standing or employment opportunities.

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III. Sexual/Gender Harassment: Unlawful and prohibited conduct, consisting of unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct, or communication of a sexual nature when:

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1. submission to, or rejection of, such conduct or communication is made explicitly or implicitly a term or condition of employment, or education or academic achievement;
2. or, submission to, or rejection of, such behavior is used as a basis for employment or academic decisions;
3. or, such behavior unreasonably interferes with an individual's work or academic performance, or creates an intimidating, hostile, humiliating, or offensive work or educational environment.

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Examples of prohibited behaviors regarding sex, gender, gender identity, race, color, national origin, religion, age, disability, or sexual orientation shall include, but not be limited to, the following examples:

— **Verbal conduct:** name calling, teasing, jokes or other derogatory or dehumanizing remarks, by an individual or group as in verbal bullying;

— **Physical contact:** unwelcome touching of a person or person's clothing or any other act of physical intimidation or bullying;

— **Written conduct:** notes, cartoons, calendars, graffiti, offensive or graphic posters, pictures, book covers, drawings, computer terminal messages or electronic mail (email) of an offensive nature, or designs on clothing meant to offend another on the basis of gender, race, color, national origin, age, disability, sex or sexual orientation or other identifying characteristics;

— **Visual conduct:** suggestive looks, leering, gesturing of a suggestive nature;

— **Blackmail:** as in behavior with the intention to control another individual's scholastic achievement or employment status;

The foregoing list was to provide some concrete examples, but is not meant to be all inclusive.

IV. Responsibilities: All students, teachers, administrators, and other personnel of the Hamilton-Wenham Regional School District are responsible for creating and maintaining an environment that is free of harassment and other offensive behaviors and for conducting themselves in a manner consistent with the spirit and intent of this policy and in cooperating with any investigation of alleged harassment.

The subject of harassment should report alleged violations of this policy to the appropriate personnel in accordance with the guidelines and procedures that accompany this policy. What one person might consider as acceptable behavior may be viewed by another as harassment. It is, therefore, suggested that a person make clear to the harasser that the behavior is offensive and must cease.

The Hamilton-Wenham Regional School District is responsible for the dissemination of this policy and training. The school district responsibilities will ensure that:

1. — this policy shall be conspicuously posted throughout each school building in areas accessible to students and staff;
2. — this policy shall appear in staff and student handbooks;
3. — the school district will develop a method of discussing this policy with students and employees;
4. — the district will appropriately train administrators and others who are assigned and responsible to implement the procedures of this policy;
5. — This policy will be reviewed every two years for compliance with state and federal law.

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V. Reporting Harassment:

A. — Students:

Students who believe that they are victims of harassment should report such occurrences to a teacher, counselor, or administrator who will in turn notify a complaint manager, or students may report directly to complaint managers. Notice of each school's complaint managers, whose role is defined below, will be posted in a prominent location in each school.

B. — Employees:

All Hamilton-Wenham Regional School District employees must respond to a student's complaints of harassment by notifying the building principal or appointed complaint managers. In a case where a student complains of harassment by a teacher or another school department employee, a building administrator and/or his/her designee must investigate the complaint. All student complaints of harassment, including sexual harassment, must always be taken seriously.

Employees who believe that they are victims of harassment should report such occurrences to the most appropriate of the following potential complaint managers: their immediate or system-wide supervisor, the school building principal, a district administrator, or the Superintendent of Schools, or his/her designee.

VI. Investigation and Corrective Action:

The Hamilton-Wenham Regional School District will investigate all complaints of harassment. Such investigation may include discussions with all involved parties, identification and questioning of witnesses, and other appropriate actions. Reports of sexual harassment and related information will be kept confidential to the extent consistent with the school's obligations under law.

Each building principal will appoint two or more complaint managers, at least one of each gender, where possible. The complaint manager shall be responsible for investigating complaints of harassment, communicating the investigatory findings to the Hearing Officer, and recommending discipline as a consequence of harassment.

In a case between a student and an adult, the building principal or another building administrator will act as the complaint manager. In a case involving two or more employees, a building administrator and/or his/her designee will assume the role of the complaint manager. In a case involving a building administrator, a principal, or a district administrator, the Superintendent of Schools, or his/her designee, will act as a complaint manager.

Complaint managers will attend training sessions and workshops as directed. Notice of each school's complaint managers will be posted in a prominent location in each school.

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If the Hamilton-Wenham Regional School District determines that harassment has occurred, it will take appropriate action to end the harassment. Steps that may be taken include, among others, an apology; direction to stop the offensive behavior; counseling or training; warnings; suspensions; exclusion from school-related activities; transfer; remediation; expulsion from schools or termination from employment.

Disciplinary action will be consistent with the requirements of applicable collective bargaining agreements, Massachusetts and federal laws, and school district policies. Any staff member or student who is dissatisfied with the results or progress of the school's investigation may discuss his/her dissatisfaction directly with the building principal or the Superintendent of Schools, or his/her designee, at the District Administration Building, 5 School Street, Wenham, MA 01984, (978-468-5310).

VII. Retaliation:

The school administration will discipline or take appropriate action against any student, teacher, administrator, or school personnel who retaliates in any form against a person who makes a complaint or reports or participates in an investigation of a harassment complaint. Acts of retaliation may result in immediate disciplinary action up to and including expulsion or dismissal, even if underlying harassment is not proven. Retaliation is an independent prohibited and unlawful act.

VIII. Investigation of Child Abuser:

Under certain circumstances, harassment of a student may constitute child abuse under Massachusetts Law, M.G.L. Ch. 119, Section 51A. The Hamilton-Wenham Regional School District will comply with Massachusetts Law in reporting suspected cases of child abuse. The Hamilton-Wenham Regional School District will report suspected criminal activity to the local police.

IX. Right to Alternative Complaint Procedures:

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148, (617-388-3300); Massachusetts Commission Against Discrimination, Boston Office, One Ashburton Place, Boston, MA 02188, (617-727-3990); Equal Employment Opportunity Commission, 10 Congress Street, Boston, MA 02114, (617-565-3200); and the Office of Civil Rights of the U.S. Department of Education, J.F.K. Federal Building, Room 1875, Boston, MA 02203, (617-565-1340); initiating civil action or seeking redress under criminal statutes and/or federal law.

X. Policy Review and Revision

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

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~~LEGAL REFS.: Title VII of the Civil Rights Act of 1964~~

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~~Title IX of the Education Amendments of 1972~~

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~~M.G.L. 151B (prohibiting employment discrimination based on gender);~~

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~~M.G.L. 214:1C (right to be free from sexual harassment);~~

~~M.G.L. 76:5 (prohibiting educational discrimination in public schools);~~

~~M.G.L. 265:43 (prohibiting stalking);~~

~~M.G.L. 269:17 (prohibiting hazing);~~

~~M.G.L. 119:51A (reporting of suspected child abuse);~~

~~Other relevant statutes and case law~~

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~~Adopted: 12/19/02~~

~~Reviewed: 11/6/08~~

~~SOURCE: Hamilton-Wenham~~

SEXUAL HARASSMENT

All persons associated with the ~~_____ public schools Hamilton Wenham Regional School District (HWRSD)~~ including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting, as a member of the school community, will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the ~~{ _____ }~~ HWRSD School Committee takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment: Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

The Grievance Officer: ~~[Name, Office, Address, Phone Number]~~
~~The Committee will annually appoint a sexual harassment grievance officer.~~ The Grievance Officer for the District is the Human Resources Administrator, who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out below:

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Complaint Procedure:

1. Any member of the school community who believes that they have been subjected to sexual harassment will report the incident (s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.
2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:
 - a. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts, and may interview any witnesses.

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- b. The grievance officer will then attempt to meet with the charged party in order to obtain their response to the complaint.
- c. The grievance officer will hold as many meetings with the parties as is necessary to establish the facts.
- d. On the basis of the grievance officer's perception of the situation they may:
 - Attempt to resolve the matter informally through reconciliation.
 - Report the incident and transfer the record to the Superintendent or their designee, and so notify the parties by certified mail.
3. After reviewing the record made by the grievance officer, the Superintendent or designee ~~[-Name, Office, Address, Phone Number]~~ may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the committee for termination or expulsion. At this stage of the proceedings the parties may present witnesses and other evidence, and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct.
4. The grievance officer, upon request, will provide the charging party with government agencies that handle sexual harassment matters.

~~SOURCE: MASC~~

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45
Federal Regulation 74676 issued by EEO Commission
Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)
Board of Education 603 CMR 26:00

GRIEVANCE PROCEDURE

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The Hamilton-Wenham Regional School District does not discriminate on the basis of disability in admission, access to services, treatment or employment in its programs or activities. Any complaints of discrimination in violation of federal law should be addressed through the following grievance procedure:

STEP 1: MEETING WITH SECTION 504 BUILDING COORDINATOR

Complainants are encouraged to try to resolve problems promptly through informal dispute resolution. The complainant shall meet informally with the person designated as the Section 504 coordinator for the building ("Section 504 Building Coordinator") wherein the circumstances giving rise to the grievance arose in order to discuss his/her complaint. The Building Coordinator will investigate, documenting all steps (including dates and nature of meetings, disposition and dates of disposition), and will reply in writing within five business days of the initial meeting.

STEP 2: WRITTEN COMPLAINT

If the complaint is not satisfactorily resolved through Step 1, the complainant may file a written grievance with the Section 504 Building Coordinator within ten (10) business days of disposition at Step 1. The written complaint must include:

- A clear statement of the alleged violation.
- The remedy sought by the complainant.
- The complainant's signature and the date.

The Section 504 Building Coordinator will conduct a full investigation of the grievance and will prepare a written report of the investigation that will include:

- A clear statement of the allegations of the grievant and remedy sought.
- A statement of the facts as contended by each party.
- A statement of the facts as found by the coordinator and evidence to support each fact.
- A list of witnesses interviewed and documents reviewed during the investigation.
- A narrative describing attempts to resolve the grievance if valid.

The Building Coordinator will submit said report to the Superintendent of Schools/Section 504 District Coordinator for review. If the Building Coordinator believes the grievance is valid, the Building Coordinator will recommend appropriate action to the Superintendent of Schools/Section 504 District Coordinator.

The report will be filed with the Superintendent/Section 504 District Coordinator within fifteen (15) days of receipt of the written grievance. A copy of the report will be provided to the complainant.

The Superintendent/Section 504 District Coordinator will make necessary findings based upon the investigation and report of the Building Coordinator and if the grievance is valid, the Superintendent/Section 504 District Coordinator may accept the Building Coordinator's recommendations.

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~~and/or make other appropriate recommendations in his/her discretion. Any and all recommendations of the Superintendent/Section 504 District Coordinator shall immediately be implemented by the District. A copy of the Superintendent/Section 504 District Coordinator's findings and/or recommendations will be provided to the complainant.~~

~~STEP 3: APPEAL TO THE BUREAU OF SPECIAL EDUCATION APPEALS~~

~~If the complaint is not satisfactorily resolved through Step 2, the complainant may file a written appeal to the Board of Education, Bureau of Special Education Appeals. The proceedings will be presided over and decided by an impartial hearing officer appointed by the Bureau.~~

~~OCR COMPLAINT~~

~~At any stage in this grievance procedure, the complainant has the right to file formal complaints with the Regional Office for Civil Rights, 90 Devonshire Street, Boston, Massachusetts 02109. Telephone: (617) 223-9662.~~

~~Adopted: 10/21/99
Reviewed: 3/16/17~~

~~SOURCE: Hamilton-Wenham~~

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NONDISCRIMINATION ON THE BASIS OF DISABILITY

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable Modification: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

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Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school district receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school district will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of disability.

~~SOURCE: MASC July 2016~~

LEGAL REFS.: Rehabilitation Act of 1973, Section 504, as amended
Education for All Disabled Children Act of 1975
M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)
Title II, Americans with Disabilities Act of 1992, as amended
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.: [IGB](#), Support Services Programs

~~NOTE: Due to federal and state laws, many school committees are adopting policies and extensive regulations pertaining to Nondiscrimination on the Basis of Disability. At times, policy, regulations, and specific plans for action are combined in one long statement presented as policy. Other school districts present policy and regulatory statements separately.~~

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MISSION STATEMENT

~~In today's society our children are continuously excited by new and challenging stimuli; adaptability to change therefore becomes a paramount objective of learning.~~

~~The mastery of basic skills is essential to our children as they prepare to function as responsible individuals. Children must also know how to direct their own learning by mastering the skills of independent inquiry, because circumstances do not enable us to predict with certainty just what today's children will need to know when they become tomorrow's adults. The optimum environment should be sought so that all children can develop physically and emotionally and acquire the information, academic skills, critical judgment, and creativity needed to lead to a better understanding of themselves, each other, and the world around them.~~

~~The school district must continually strive to create, implement, and improve programs that are compatible with appropriate curricula and provide opportunities for innovation in teaching and learning. If this is accomplished, children will then come to realize more fully their own potential as individuals and be better prepared to appreciate and act responsibly in the society in which they live.~~

SOURCE: _____ MASC

CROSS REFS.: _____ IA, Instructional Goals

NOTE: ~~The cross references are to related sample policies in this manual. They are also examples of cross references that may be useful in an individual School Committee's policy manual.~~

File: ADC

TOBACCO-FREE SCHOOL

The Education Reform Act of 1993 requires all public schools to become smoke-free. Massachusetts General Laws, Chapter 71, sections 2A and 37H prohibit the use of any tobacco products within the school buildings, the school facilities, the school grounds or on school buses by any individual, including school personnel. The law also makes it unlawful for any student, enrolled in either primary or secondary public schools in the commonwealth, to use tobacco products of any type on school grounds during normal school hours. In addition, the Hamilton-Wenham Regional School District prohibits the use of tobacco, tobacco products, or smoking paraphernalia at school-sponsored events, on school trips (while in school groups), or at school bus stops. Smoking paraphernalia includes but not limited to: cigarettes, snuff, chewing tobacco, pipes, and cigarette papers. These tobacco prohibitions extend to all property controlled by the school committee and to all individuals who are present on such property.

The Hamilton-Wenham Regional School District is committed to providing students with a positive learning environment that encourages students to focus on personal health for life. The district also encourages staff to focus on their personal health and to recognize that they are role models for students. Therefore, the district supports a no-use policy on tobacco products. Tobacco cessation support programs are offered as needed for staff.

The following procedures and regulations will be implemented in the enforcement of the Tobacco-Free School Policy of the Hamilton-Wenham Regional School District:

Students

Any alleged violation of this policy by any student(s) shall result in the student(s) being referred to the building administrator. Students who violate the provisions of this policy shall be subject to building discipline procedures as outlined in the student handbook.

School Personnel

~~This law supersedes negotiated contracts for school personnel. Any alleged violation of the policy by staff shall be referred to the appropriate supervisor.~~

~~Visitors~~

~~Visitors who violate the Tobacco Free Policy will be asked to abide by the policy or leave the premises.~~

~~Adopted: 3/13/97~~

~~Reviewed: 3/16/17~~

~~SOURCE: Hamilton-Wenham~~

File: ADC

USE OF TOBACCO PRODUCTS PROHIBITED ON SCHOOL PREMISES PROHIBITED

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Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law. Visitors who violate this policy will be asked to abide by the policy or leave the premises.

~~SOURCE: MASC July 2016~~

LEGAL REF: M.G.L. [71:37H](#); [270:6](#)

CROSS REFS.: GBED, Tobacco use on School Property by Staff Members Prohibited
JICH, Alcohol, Tobacco and Drug Use by Students Prohibited

BACKGROUND CHECKS

It shall be the policy of the school district that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the School Committee shall review the results of the national criminal history check. The Superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children. The School Committee, Superintendent or Principal, as appropriate, may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the department of criminal justice information services all available Criminal Offender Record Information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

Requesting CHRI (Criminal History Record Information) checks

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, he/she shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

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Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts

Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy, have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes *only*:

- Historical reference and/or comparison with future CHRI requests,
- Dispute of the accuracy of the record
- Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

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Determining Suitability

In determining an individual's suitability, the following factors will be considered: these factors may include, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct, the time that has passed since the offense, conviction and/or completion of the sentence, nature of the position held or sought, age of the individual at the time of the offense, number of offenses, any relevant evidence of rehabilitation or lack thereof and any other factors deemed relevant by the district.

A record of the suitability determination will be retained. The following information will be included in the determination:

- The name and date of birth of the employee or applicant;
- The date on which the school employer received the national criminal history check results; and,
- The suitability determination (either "suitable" or "unsuitable")

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

Relying on Previous Suitability Determination

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

- The suitability determination was made within the last seven years; and
- The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either
- The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or
- If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination.
- Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

- Provide the individual with a copy of his/her CHRI used in making the adverse decision;
- Provide the individual with a copy of this CHRI Policy;

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Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI;
and

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Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of General Laws chapter 151B, S. 4,(9,9 ½). Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever he/she solicits information from an individual concerning his/her history of criminal convictions.

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Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

Subject Name
Subject Date of Birth
Date and Time of the dissemination
Name of the individual to whom the information was provided
Name of the agency for which the requestor works
Contact information for the requestor; and
The specific reason for the request

Reporting to Commissioner of Elementary and Secondary Education

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education

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in writing within 30 days of the employer's action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

C.O.R.I. REQUIREMENTS

It shall be the policy of the district to obtain all available Criminal Offender Record Information (CORI) from the department of criminal justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the department of criminal justice informational services on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal, or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, “‘Direct and unmonitored contact with children’ means contact with students when no other employee, for whom the employer has made a suitability determination of the school or district, is present. “Contact” refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds.”

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In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI data from the department of criminal justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, he/she may meet with the Principal or Superintendent; however, failure to sign the CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services. Access to CORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent has determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

The Superintendent shall amend employment applications to include questions concerning criminal records which the Massachusetts Commission against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commission of probation may answer 'no record' with respect to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer 'no record' with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a compliant transferred to the superior court for criminal prosecution."

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

File: ADDA

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

LEGAL REFS.: M.G.L. [6:167](#)-178; [15D:7](#)-8; [71:38R](#), [151B](#), [276:100A](#)
P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)
42 U.S.C. § 16962
603 CMR [51.00](#)
803 CMR 2.00
803 CMR 3.05 (Chapter 149 of the Acts of 2004)
[FBI Criminal Justice Information Services Security Policy](#)
[Procedure for correcting a criminal record](#)
[FAQ – Background Checks](#)

~~Adopted: 1/22/15~~
~~Reviewed: 3/16/17~~

~~SOURCE: Hamilton-Wenham~~

~~Note: The MASC Reference Manual replaces “his/her” with “their” and “he/she” with “they”~~

DCJIS MODEL CORI POLICY

This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants.

Where Criminal Offender Record Information (CORI) and other criminal history checks may be part of a general background check for employment, volunteer work, licensing purposes, the following practices and procedures will be followed.

CONDUCTING CORI SCREENING

CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI Acknowledgement Form has been completed.

If a new CORI check is to be made on a subject within a year of his/her signing of the CORI Acknowledgement Form, the subject shall be given seventy-two (72) hours' notice that a new CORI check will be conducted.

ACCESS TO CORI

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

CORI TRAINING

An informed review of a criminal record requires training. Accordingly, all district personnel authorized to review or access CORI will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING

CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

VERIFYING A SUBJECT'S IDENTITY

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

INQUIRING ABOUT CRIMINAL HISTORY

In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

DETERMINING SUITABILITY

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- a) Relevance of the record to the position sought;
- b) The nature of the work to be performed;
- c) Time since the conviction;
- d) Age of the candidate at the time of the offense;
- e) Seriousness and specific circumstances of the offense;
- f) The number of offenses;
- g) Whether the applicant has pending charges;
- h) Any relevant evidence of rehabilitation or lack thereof; and
- i) Any other relevant information, including information submitted by the candidate or requested by the organization.

The applicant is to be notified of the decision and the basis for it in a timely manner.

ADVERSE DECISIONS BASED ON CORI

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' Information Concerning the Process for Correcting a Criminal Record.

File: ADDA-R

SECONDARY DISSEMINATION LOGS

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of Cori outside this organization, including dissemination at the request of the subject.

~~Adopted: 1/22/15~~

~~Reviewed: 3/16/17~~

~~SOURCE: Hamilton-Wenham~~

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

3 of 3

CORI POLICY FOR OWNERS OF CHALLENGE COURSES FOR CONDUCTING CRIMINAL HISTORY INQUIRIES

I. Policy Purpose

Pursuant to the regulations pertaining to the operation of Climbing Walls contained in 520 CMR 5.15, owners of companies that operate Climbing Walls are required to conduct criminal history inquiries on certain applicants for employment. The procedure described below has been adopted by the Hamilton-Wenham Regional School District for Criminal Offender Record Inquiries.

II. Scope

The policy shall apply to all applicants 18 years of age or older for the positions of:

- a. Challenge Course Manager; and
- b. Challenge Course Staff.

III. Process

1. The Hamilton-Wenham Regional School District will register annually for iCORI service, a secure web-based service through which organizations will request and receive Criminal Offender Record Information ("CORI"), at www.mass.gov/cjis.
2. Upon application for any of the above positions, an applicant shall provide to the Hamilton-Wenham Regional School District a completed CORI Acknowledgement Form provided by the Department of Criminal Justice Information Services (DCJIS). CORI checks will only be conducted as authorized by the DCJIS and M.G.L. c. 6, § 172, and only after a CORI Acknowledgement Form has been completed. CORI will only be accessed for applicants who are otherwise qualified for the position for which they have applied. If a new CORI check is to be made on an applicant within one year of his/her signing of the CORI Acknowledgement Form, the applicant shall be given 72 hours notice that a new CORI check will be conducted.
3. The applicant shall be informed in writing either on the face of the application or in an attached written document that by completing the CORI Acknowledgment Form, the applicant is consenting to a criminal background inquiry which shall be used to determine suitability for employment. The applicant shall be further informed on the face of the application or in an attached written document that consideration for employment will only be granted upon completion of both the application and the CORI Acknowledgement Form.
4. All CORI obtained from the DCJIS is confidential, and access to the information is limited to those individuals who have a "need to know." This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The Hamilton-Wenham Regional School District will maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list will be updated every six months and is subject to inspection upon request by the DCJIS and/or the Department of Public Safety at any time.

File: ADDA-R-1

5. The Hamilton-Wenham Regional School District shall maintain a secondary dissemination log to record any dissemination of CORI outside of the District, including dissemination at the request of the applicant.
6. All personnel authorized to review or access CORI at the Hamilton-Wenham Regional School District will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.
7. Once the applicant provides consent to conduct a criminal background inquiry, the Hamilton-Wenham Regional School District shall submit a CORI request using the iCORI service. In most cases, results will be returned instantaneously.
8. In the event that results are not returned instantaneously and circumstances require an expedited employment decision, the following procedures shall apply:
 - a. A temporary offer of employment may be made to an applicant on the express condition that the Hamilton-Wenham Regional School District has submitted applicant's CORI request prior to the temporary offer of employment.
 - b. Any temporary employment shall expire at the conclusion of 14 days following acceptance and may not be renewed.
 - c. During the period of temporary employment, the applicant shall be under the direct supervision of an employee who has previously undergone a completed CORI.
9. At such time as the results of CORI are made available, the Hamilton-Wenham Regional School District shall act expeditiously to make a determination of suitability of employment. Factors considered in determining suitability may include, but not be limited to: (a) relevance of the record to the position sought; (b) the nature of the work to be performed; (c) time since the conviction; (d) age of the applicant at the time of the offense; (e) seriousness and specific circumstances of the offense; (f) the number of offenses; (g) whether the applicant has pending charges; (h) any relevant evidence of rehabilitation or lack thereof; (i) any other relevant information, including information submitted by the applicant or requested by the Hamilton-Wenham Regional School District.
10. In the event that the applicant is to be questioned regarding his or her criminal record, the applicant shall be provided with a copy of the criminal history record prior to questioning and the source of the criminal history record shall be disclosed.
11. In the case of a negative employment decision, the applicant shall be notified immediately and shall be provided with:
 - a. A copy of the Hamilton-Wenham Regional School District's CORI policy;
 - b. A copy of the CORI;
 - c. A copy of Information Concerning the Process in Correcting a Criminal Record as provided by DCJIS.

The applicant shall have the opportunity to dispute the accuracy of the CORI.

File: ADDA-R-1

Source: Department of Public Safety (DPS) 2016
References: HWRSD Policy A1008 – DCJIS Model CORI Policy
HWRSD Policy A1016 – Background Checks

~~Adopted: 6/23/16~~
~~Reviewed: 3/16/17~~

~~SOURCE: Hamilton-Wenham~~

3 of 3

WELLNESS

A. Introduction

~~The Hamilton Wenham Regional School District (HWRSD) is committed to providing a school environment that enhances learning and development of lifelong wellness practices. Driven by the District's Core Value to develop the whole child, including academic abilities and physical and emotional well-being guided by the district's strategic plan, and the Massachusetts Coordinated School Health Program and in accordance with the Child Nutrition and WIC Reauthorization Act of 2004 a local Wellness Policy has been developed with input from teachers, administrators and community members.~~

B. Health Education

~~HWRSD will implement a planned, sequential, pre-K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health and that is aligned with the Mass Health and PE Frameworks and existing district policies. Standards for nutrition education will be included within the preK-12 health education curriculum.~~

C. Physical Activity

~~HWRSD will implement a planned, sequential, pre-K-12 physical education curriculum that addresses the physical, social, emotional and cognitive development of all students. This program will provide a variety of developmentally appropriate activities that are interwoven with sound standards, benchmarks, and assessments to focus on student learning. Opportunities for learning experiences in a variety of activity areas, including physical education, teams and sports clubs, and co-curricular activities will be provided. Daily directed physical movement will be promoted at all levels.~~

D. Healthy Eating

~~HWRSD will:~~

- ~~● Provide reimbursable student meals that meet state and federal guidelines;~~
- ~~● Offer a variety of nutritious, affordable and appealing foods that accommodate the health and nutrition needs of all students;~~
- ~~● Develop nutrition guidelines for all foods available on each school campus during the school day, with the objective of promoting student health and reducing childhood obesity;~~
- ~~● Monitor foods available on all school campuses to assure adherence to these guidelines;~~
- ~~● Make nutritional recommendations for foods served in school-related activities beyond the school day.~~

E. Health Promotion for Staff

~~HWRSD will identify and recommend informal opportunities and resources that support school staff as they model healthy wellness practices within the district~~

~~F. Healthy School Environment~~

~~HWRSD will promote safe, healthy, well-maintained surroundings that support a culture of caring, respect and responsibility.~~

~~G. Family/Community Involvement~~

~~HWRSD will make efforts to gather resources, define services, provide programs and respond to the health needs of HWRSD students and families. In addition, the district may also support other broad-based groups that promote wellness as they are created within our communities.~~

~~H. Policy Review and Revision~~

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

~~LEGAL REFS.: Child Nutrition and WIC Reauthorization Act of 2004
Richard B. Russell National School Lunch Act
Child Nutrition Act of 1996
Healthy, Hunger-Free Kids Act of 2010
Massachusetts General Laws:
e.71 s.3 (physical education)
e.69 s.1c (nutritional standards and food services in public school)
e.71 s. 2a (tobacco, student use)
e.71, 337h (tobacco, use on school grounds)~~

~~Adopted: 6/15/06
Reviewed: 12/18/14~~

~~SOURCE: Hamilton-Wenham~~

~~Materials provided had 2 Wellness Policies – the one below is listed as a copy but text differs~~

WELLNESS

A. Introduction

The Hamilton-Wenham Regional School District (HWRSD) is committed to providing a school environment that enhances learning and development of lifelong wellness practices. Driven by the District's Core Value to develop the whole child, including academic abilities and physical and emotional well-being guided by the district's strategic plan, the Alliance for a Healthier Generation Program and in accordance with the Healthy, Hunger Free Kids Act of 2010 a local Wellness Policy has been developed by the District Wellness Committee. In addition to the policy a Wellness Guideline document has been created by the District Wellness Committee providing further detail about each section of the policy.

B. Wellness Committee

The mission of the Hamilton-Wenham Regional School District Wellness Committee is to provide a Whole School, Whole Community, Whole Child approach to physical, mental, social and emotional health promoting innovative learning and skill development as the foundation for academic success and personal achievement, thereby instilling a supportive and health literate climate for all students, teachers, staff, and community. For more information, read page 4 of the HWRSD Wellness Guideline.

C. Health Education

HWRSD will implement a planned, sequential; pre K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health and that is aligned with the Mass Health Frameworks, the National Health Education Standards and existing district policy H8047. Standards to reduce student participation in risk behaviors such as nutrition, sexuality, tobacco, alcohol & other drugs, social & emotional, and violence prevention education will be included within the preK-12 health education curriculum. For more information, read page 13 of the HWRSD Wellness Guideline.

D. Physical Activity

HWRSD will implement a planned, sequential, pre K-12 physical education curriculum that addresses the physical, social, emotional and cognitive development of all students following the Mass Physical Education Frameworks and the National Physical Education Standards. This program will provide a variety of developmentally appropriate activities that are interwoven with sound standards, benchmarks, and assessments to focus on student learning. Opportunities for learning experiences in a variety of activity areas, including physical education, teams and sports clubs, recess in K-8, and co-curricular activities will be provided. Daily directed physical movement will be promoted at all levels. For more information, read page 10 of the HWRSD Wellness Guideline.

E. Nutrition

HWRSD will:

- Provide reimbursable student meals that meet state and federal guidelines;
- Offer a variety of nutritious, affordable and appealing foods that accommodate the health and nutrition needs of all students;
- Develop nutrition guidelines for all foods available on each school campus during the school day, with the objective of promoting student health and reducing childhood obesity;
- Monitor foods available on all school campuses to assure adherence to these guidelines;
- Make nutritional recommendations for foods served in school-related activities beyond the school day.

For more information, read page 8 of the HWRSD Wellness Guideline.

F. Guidance and Counseling

HWRSD will create a planned, sequential preK-12 guidance workshops and counseling services following the Massachusetts Model for Comprehensive School Counseling Programs of 2017. In the high school, school counselors co-teach with wellness teachers promoting social and emotional competencies defined by CASEL (2017) promoting lifelong wellness practices for students and the larger school community. For more information, read page 13 of the HWRSD Wellness Guideline.

G. Health Services

HWRSD will provide preventative care and intervention strategies aligned with the Massachusetts School Health Services and MA Department of Public Health policy and guidelines and existing district policy H8045. For more information, read page 15 of the HWRSD Wellness Guideline.

H. Health Promotion and Professional Learning for Staff

HWRSD will identify and recommend informal opportunities and resources that support school staff as they model healthy wellness practices within the district. For more information, read page 15 of the HWRSD Wellness Guideline.

I. Healthy School Environment

HWRSD will promote safe, healthy, well-maintained surroundings that support a culture of caring, respect and responsibility. For more information, read page 15 of the HWRSD Wellness Guideline.

J. Family/Community Involvement

HWRSD will make efforts to gather resources, define services, provide programs and respond to the health needs of HWRSD students and families. In addition, the district may also support other broad-based groups that promote wellness as they are created within our communities. For more information, read page 15 of the HWRSD Wellness Guideline.

File: ADF

K. Policy Review and Revision

This policy and its procedures will be reviewed every two years for compliance with state and federal law. Review and revision of these policies and procedures shall occur as needed by the District Wellness Committee, but at least every two years. For more information, read page 6 of the HWRSD Wellness Guideline.

LEGAL REFS.: Healthy, Hunger Free Kids Act of 2010 Section 204
 7 CRF Parts 210 and 220
 National School Lunch and School Breakfast Program
 Richard B. Russell National School Lunch Act
 Child Nutrition Act of 1996
 Massachusetts General Laws:
 c.71 s.3 (physical education)
 c.69 s.1c (nutritional standards and food services in public school)
 c 71 s. 2a (tobacco, student use)
 c.71, 337h (tobacco, use on school grounds)

~~Adopted: 6/15/06~~
~~Reviewed: 12/18/14~~

~~SOURCE: Hamilton Wenham~~

~~Materials provided had 2 Wellness Policies —this one was listed as a copy but text differs from policy above~~

SCHOOL DISTRICT WELLNESS PROGRAM

~~The School Committee recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the school district will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based.~~

Wellness Committee

~~The school district will establish a wellness committee that consists of at least one (1): parent/guardian, student, nurse, school food service representative, School Committee member, school administrator, member of the public, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the wellness committee. The school committee designates the following individual(s) as wellness program coordinator(s): _____ (title). Only employees of the district who are members of the wellness committee may serve as wellness program coordinators. Wellness coordinators, in consultation with the wellness committee, will be in charge of implementation and evaluation of this policy.~~

Nutrition Guidelines

~~It is the policy of the school district that all foods and beverages made available on campus during the school day are consistent with School Lunch Program nutrition guidelines. Guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. The district will create procedures that address all foods available to students throughout the school day in the following areas:-~~

- ~~• guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutrition density and moderating portion size of each individual food or beverage sold within the school environment;~~
- ~~• separate guidelines for foods and beverages in the following categories:-~~
 - ~~1. foods and beverages included in a la carte sales in the food service program on school campuses;~~
 - ~~2. foods and beverages sold in vending machines, snack bars, school stores, and concession stands;~~
 - ~~3. foods and beverages sold as part of school sponsored fundraising activities; and~~
 - ~~4. refreshments served at parties, celebrations, and meetings during the school day; and~~
 - ~~5. specify that its guidelines will be based on nutrition goals, not profit motives.~~

Nutrition and Physical Education

~~The school district will provide nutrition education aligned with standards established by the USDA's National School Lunch Program and the School Breakfast Program in all grades. The school district will provide physical education training aligned with the standards established by the Dept. of Elementary and Secondary Education. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address nutrition and physical education.~~

Nutrition Education

The following list contains examples of goals your school district may want to consider for inclusion in its policy. Each school district must determine its own goals and include them in its policy.

- ~~Students receive nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors.~~
- ~~Nutrition education is offered in the school cafeteria as well as in the classroom, with coordination between the foodservice staff and other school personnel, including teachers.~~
- ~~Students receive consistent nutrition messages from all aspects of the school program.~~
- ~~Division health education curriculum standards and guidelines address both nutrition and physical education.~~
- ~~Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).~~
- ~~Schools link nutrition education activities with the coordinated school health program.~~
- ~~Staff who provide nutrition education have appropriate training.~~
- ~~The level of student participation in the school breakfast and school lunch programs is appropriate.~~

Physical Education Activities

The following list contains examples of goals your school district may want to consider for inclusion in its policy. Each school district must determine its own goals and include them in its policy.

- ~~Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.~~
- ~~Students are given opportunities for physical activity through a range of before and/or after school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.~~
- ~~Schools work with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.~~
- ~~Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.~~
- ~~Schools provide training to enable staff to promote enjoyable, lifelong physical activity among students.~~

Other School-Based Activities

~~The wellness program coordinators, in consultation with the wellness committee, are charged with developing procedures addressing other school-based activities to promote wellness.~~

The following list contains examples of goals your school district may want to consider for inclusion in its policy. Each school district must determine its own goals and include them in its policy.

File: ADF

- ~~An adequate amount of time is allowed for students to eat meals in adequate lunchroom facilities.~~
- ~~All children who participate in subsidized food programs are able to obtain food in a non-stigmatizing manner.~~
- ~~Environmentally friendly practices such as the use of locally grown and seasonal foods, school gardens, and non-disposable tableware have been considered and implemented where appropriate.~~
- ~~Physical activities and/or nutrition services or programs designed to benefit staff health have been considered and, to the extent practical, implemented.~~

Evaluation

~~The wellness committee will assess all education curricula and materials pertaining to wellness for accuracy, completeness, balance and consistency with the state and district's educational goals and standards. Wellness program coordinators shall be responsible for devising a plan for implementation and evaluation of the district wellness policy and are charged with operational responsibility for ensuring that schools meet the goals of the district wellness policy. Wellness program coordinators will report to the School Committee annually.~~

~~SOURCE: MASC~~

~~ADOPTED: April 20, 2006~~

~~LEGAL REFS.: The Child Nutrition and WIC Reauthorization Act of 2004, Section 204,
P.L. 108-265~~

~~The Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751-1769h
The Child Nutrition Act of 1966, 42 U.S.C. §§ 1771-1789~~

~~CROSS REFS.: EFC, Free and Reduced Cost Food Services
IHAMA, Teaching About Alcohol, Tobacco and Drugs
KI, Public Solicitations/Advertising in District Facilities~~

File: AE

COMMITMENT TO ACCOMPLISHMENT

The School Committee accepts ultimate responsibility for all facets of school operations. Because it is accountable to residents of the District, the School Committee will maintain a program of accountability consisting of the following elements:

- Clear statements of expectations and purpose as these relate to operations, programs, departments, and positions.
- Provisions for the staff, resources, and support necessary to achieve stated expectations and purposes, subject to financial support by residents of the District.
- Evaluation of operations and instructional and staff development programs to determine how well expectations and purposes are being met.
- Specific performance objectives to enable individuals to direct their own efforts to the goals and objectives of the District.
- Evaluation of the efforts of employees in line with stated objectives, with the first purpose of evaluation being to help each individual make a maximum contribution to the goals of the District.

Every effort will be made by the School Committee, Superintendent, and staff to fulfill the responsibilities inherent in the concept of accountability.

SOURCE: MASC

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WELLNESS

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B. Wellness Committee

The mission of the Hamilton-Wenham Regional School District Wellness Committee is to provide a Whole School, Whole Community, Whole Child approach to physical, mental, social and emotional health promoting innovative learning and skill development as the foundation for academic success and personal achievement, thereby instilling a supportive and health literate climate for all students, teachers, staff, and community.

C. Health Education

HWRSD will implement a planned, sequential; pre K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health and that is aligned with the Mass Health Frameworks, the National Health Education Standards and existing district policy H8047. Standards to reduce student participation in risk behaviors such as nutrition, sexuality, tobacco, alcohol & other drugs, social & emotional, and violence prevention education will be included within the preK-12 health education curriculum.

D. Physical Activity

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E. Nutrition

HWRSD will:

- Provide reimbursable student meals that meet state and federal guidelines;
- Offer a variety of nutritious, affordable and appealing foods that accommodate the health and nutrition needs of all students;
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- Make nutritional recommendations for foods served in school-related activities beyond the school day.

F. Guidance and Counseling

HWRSD will create a planned, sequential preK-12 guidance workshops and counseling services following the Massachusetts Model for Comprehensive School Counseling Programs of 2017. In the high school, school counselors co-teach with wellness teachers promoting social and emotional competencies defined by CASEL (2017) promoting lifelong wellness practices for students and the larger school community.

G. Health Services

HWRSD will provide preventative care and intervention strategies aligned with the Massachusetts School Health Services and MA Department of Public Health policy and guidelines and existing district policy H8045.

H. Health Promotion and Professional Learning for Staff

HWRSD will identify and recommend informal opportunities and resources that support school staff as they model healthy wellness practices within the district.

I. Healthy School Environment

HWRSD will promote safe, healthy, well-maintained surroundings that support a culture of caring, respect and responsibility.

J. Family/Community Involvement

HWRSD will make efforts to gather resources, define services, provide programs and respond to the health needs of HWRSD students and families. In addition, the district may also support other broad-based groups that promote wellness as they are created within our communities.

II. Policy Review and Revision

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

III. Legal References

Healthy, Hunger Free Kids Act of 2010 Section 204

7 CRF Parts 210 and 220

National School Lunch and School Breakfast Program

Richard B. Russell National School Lunch Act

Child Nutrition Act of 1996

Massachusetts General Laws:

c.71 s.3 (physical education)

c.69 s.1c (nutritional standards and food services in public school)

c 71 s. 2a (tobacco, student use)

c.71, 337h (tobacco, use on school grounds)

DONATIONS
SCHOOL COMMITTEE MEETING

June 19, 2019

Gary Domoracki - \$5,000.

- Harvest Auction – this is for the use of a Florida vacation home valued at

HW Ed Fund \$30,956.20

- SMILE Lab

American Heart Association \$60.00

- Cutler's "Jump Rope for Heart"

Friends of Cutler \$643.75

- To offset the cost to students attending Project Adventure Program



Grant Acknowledgement and Acceptance of Terms

PLEASE COMPLETE AND RETURN BY EMAIL TO THE FOLLOWING:

1. Edfund-Kevin Dyer at kevin.s.dyer@gmail.com and
2. Hamilton Wenham Administration-Vincent Leone at 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: Sensory Motor Intensive Learning Environment (SMILE) Lab

Grant Amount Approved: \$30,956.20 Date Requested: ASAP

Grant Requestor's Name: Danielle Petrucci, Jessica McGraw, Maggie Ward-Schack Title: Health & Wellness Dept.

Email Address and Phone Number: d.petrucchi@hwschools.net

Please attach a detailed budget for your approved grant

Signature of grant recipient _____

HAMILTON WENHAM EDFUND GRANT APPLICATION FORM

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Sensory Motor Intensive Learning Environment (SMILE) Lab

School(s): Winthrop, Buker, and Cutler Elementary Schools

Grade(s): K-5

Number of students to benefit: 837 elementary students per year/5,022 students after six years of use

Amount requested: \$30,956.20

1. Has this grant been funded in the past?

The proposed grant has not been previously funded.

2. Description of project and purpose. Description of grant proposal and how the grant will enrich the curriculum:

The purpose of our grant proposal is to implement an innovative, physical education program that includes three components: **Educational Gymnastics, Sensory Pathways, and Brain-Based activities**. The grant will support a program called **SMILE Lab**, which stands for Sensory Motor Intensive Learning Environment. The philosophy is to transform the elementary school gymnasiums into a combination of sensory pathways, educational gymnastics, and brain-based stations focusing on sensory processing and motor skills. At the elementary school level, students in Hamilton-Wenham receive one 50 minute physical education class per week. For this reason, it is important that a school-wide physical activity program is created for students to benefit in and outside of physical education classes. The lack of opportunity for students to practice motor and sensory skills has detrimental effects on student health and learning. In a research article written by Charle. E. Basch PhD*, published in The Journal of School Health, it is proven that healthier students are better learners. In a time of high stakes testing, it is imperative that education focuses its efforts on the whole child in order to close the achievement gap. Grades K-5 is a crucial time for physical, social, cognitive and emotional development; physical educators need to find creative and innovative ways to transfer skill development into lifelong health and academic success at the elementary level. Physical activity not only improves physical, social, and mental/emotional health, but it also has a positive impact on brain development and academic performance.

In this high-tech society, students are moving less and attached to a screen more often. Lack of core strength is a common problem. Young people who use computers, smartphones, or tablets on a regular basis have higher levels of stress, anxiety, depression and ADD/ADHD with a decrease in overall

physical fitness. Many elementary school students have a difficult time with self regulation and managing their bodies and emotions. An effective way to help our students improve physical, social, and emotional skills is through sensory and motor skill development. The SMILE Lab curriculum will benefit students physically, emotionally and academically in PE, OT, PT, and special education classes.

The three components of SMILE Lab will be taught as separate units as well as woven through the K-5 PE curriculum. Various skills will be looped during different lesson formats throughout the year. This concept of “looping” is especially successful with the younger grades; it allows more opportunity to practice previously learned skills. We are confident that SMILE Lab will add a new dimension to what students experience in PE. This grant will supply all three elementary schools with the proper equipment to implement the SMILE Lab program safely, thoroughly and with equity.

The current PE equipment cannot support a SMILE Lab program. Due to budget constraints, the K-5 physical education program has not had the means to implement some of the essential elements of an elementary PE curriculum as outlined in the SHAPE standards. A common goal of the department is to align the PE curriculum at the three elementary schools. Sharing equipment among the three schools makes it difficult to align lessons assuring all elementary students receive the same PE curriculum. In order to implement a successful program, the SMILE Lab equipment needs to be accessible at each school. It is important to note that this proposed equipment will be used by every student throughout grades K-5 for many years to come.

SMILE Lab Component #1: Educational Gymnastics

Educational Gymnastics is an elementary physical education curriculum that emphasizes learning body management skills and problem solving through applying movement frameworks. It breaks down the fundamentals of gymnastics for all abilities. Educational Gymnastics is different from traditional gymnastics. Student learning is individualized and assessment is based on task accomplishments demonstrating creativity, effort, skill development and personal improvement. These foundational skills open the door to a wide variety of skills needed for more advanced levels of physical activity or sports. Research shows the direct result that gymnastics-type instruction has in developing neurological pathways in students. This enables students to be more successful in school than pupils not involved in sensory motor developmental activities.

Students who participate in educational gymnastics show an increase in the following skills and abilities:

- | | | |
|---------------|-------------------|-------------------|
| ● Strength | ● Core strength | ● Coordination |
| ● Flexibility | ● Kinesthetic | ● Self-confidence |
| ● Balance | ● Agility | ● perseverance |
| ● Endurance | ● Self-discipline | |

As a result of participating in an educational gymnastics a student will:

- | | |
|--|---|
| ● Increase body coordination | ● Develop and perform a sequence of movements |
| ● Develop health related fitness components; strength, strength endurance, flexibility, and cardiovascular endurance | ● Experience success through skill acquisition |
| ● Increase body and spatial awareness. | ● Learn to set goals |
| | ● Learn to cooperate with others to accomplish a task |

- Learn to gain and maintain static and dynamic balances using different body parts, shapes and bases of support
- Learn the skills and knowledge to be able to rotate the body on a vertical, horizontal and transverse axis
- Learn to transfer weight from one body part to another, using traveling movements, rolling, and flight movements
- Demonstrate traveling, rotation, hanging and balance movements and shapes using different pieces of equipment.
- Perform rotation, balance, hanging and traveling movements and shapes individually and in relationship to others.

Educational Gymnastics is enjoyable and challenging where children develop positive feelings and confidence associated with exercise and fitness that can last a lifetime. Most importantly, all children regardless of ability will be successful in this differentiated format. Students learn to make connection to any other movement activities, sports and lifetime fitness activities. The “buy-in” to educational gymnastics often happens when students see how their chosen sport / activity relates to what they are learning in this unit. (For example: how a baseball swing requires “balance”, “rotation” and “transfer of weight” or how using starting blocks for a track race require an “inverted balance” position. These are just a few of the many terms learned in educational gymnastics.)

Educational gymnastics equipment includes: tumbling mats, landing mats, low balance beams, "ninja warrior" type jumping/leaping obstacles, step boxes, vault boxes, swing bars, a portable bluetooth speaker (for music routines and tabata instruction). See below for a budget list of equipment needed.

An educational gymnastics curriculum has not been implemented in HW, due to the lack of proper safety equipment. With the proposed equipment, high quality instruction focused on skill building, movement, and perseverance will progress throughout through grades K-5.

SMILE Lab Component #2: Sensory Pathways

Sensory pathways would be installed around basketball court lines in the three elementary gymnasiums as well as in a designated hallway area. These obstacle course type pathways are brightly colored, inviting paths with jumping, hoping, leaping, skipping and crossing midline gross motor skill activities. During PE class, these will be used on a daily basis to reinforce motor skill benchmarks in station format lessons or warm-ups. Upon entering the gym, the pathways could be used as an “instant warm-up activity”. This is a concept PE teachers have been adopting with much success. Instant warm-up activities allow students to enter the gym and immediately move for a few minutes before the main lesson instructions are presented. Movement such as this is seen to improve focus and listening and is especially helpful for children with attentional and sensory deficits. Pathways provide opportunity for students to practice gross motor skills along with self-regulation. In addition to sensory pathways complementing an educational gymnastic program, it allows more movement opportunities outside of PE and recess...something they desperately need. The motor skills practiced with sensory pathways reinforce our educational gymnastics skills: balance, flight, travel, and body control.

Since sensory pathways is not limited to physical education lessons, it can be used school-wide. Sensory pathways are meant to decrease anxiety, often used for students with disabilities and autism. Specialists, like occupational therapists, are able to use the sensory pathways in both hallways and gymnasium assisting students who need sensory movement breaks for sensory processing and decreasing stress and anxiety. Students who need a brain or physical break during class could be

directed to the hallway sensory pathway to “reset”. Studies have shown that when a student is given the opportunity to reset, they are more focused and able to learn.

SMILE Lab Component #3: Cup Stacking

Cup stacking, also known as speed stacking or sport stacking is an individual sport where students stack specifically designed cups in predetermined sequence as fast as they can. Cup stacking has shown to have a positive impact on student’s processing skills and reading ability. Because the child is moving their hands so quickly, their eyes must also track the cups and the movement of their hands as they participate in the activity. The eyes naturally cross the midline to accomplish this task. Crossing the midline is very important for reading and writing development. It allows the child to track words across the page and read from sentence to sentence, paragraph to paragraph. It also forces children to process information more quickly through their vision system, which allows them to process and retain information quicker in the classroom.

A study, conducted by Shirlene Davis at the University of North Carolina evaluated differences in STAR Reading Test Scores for those that participated in cup stacking and those who did not. The study found children that used cup stacking activities achieved higher scores in reading after the experiment was complete. The results concluded that the brain-based activity of cup stacking may have contributed to the increase in the achievement of reading development.

In another research finding, students’ hand-eye coordination and reaction time increased after participating in a five-week cup stacking physical education program at school. Cup stacking allows the child to use both hands in motion together (bilateral coordination). Increasing bilateral proficiency helps the brain develop on the right side as well as the left. In many cases, the right side of the brain loses out in day-to-day functions so this activity builds an increase of awareness, creativity and focus, which are all housed in the right hemisphere of the brain.

Because cup stacking activities become more about speed overtime, student’s hand-eye coordination and bilateral coordination must become more accurate and precise. This means reaction time must become faster and students must retain visual information much quicker. These skills are necessary for helping children take exams and tests. Many of them are timed tests and become more difficult as they get older. Cup stacking can help a child process and comprehend information on their exams faster and more accurately so they can retrieve the details needed to select the best answer to the question or problem.

Sequencing and patterning are also elements of cup stacking that build math skills. When kids practice ordering and sequencing they build foundational skills for mathematical learning. As you learn more about the rules in cup stacking, there is an order and sequence each child must follow to correctly complete the exercise. Remembering sequences and patterns helps students remember sequences and numbers within math problems as well, especially in geometry and trigonometry. It builds a strong foundation for problem solving and critical thinking. Children who are proficient in sequencing and patterning will have an advantage with building their math knowledge.

SMILE LAB	Links
Educational Gymnastics	<u>Gymnasium Example #1</u> <u>Gymnasium Example #2</u>
Sensory Pathways	<u>Sensory Pathways in School</u> <u>Pathways in Use</u>
Cup Stacking	<u>Cup Stacking and the Brain</u> <u>Sport stacking explained</u>

Improving Motivation and a Growth Mindset

In the Hamilton-Wenham School District elementary schools, too often we observe students avoiding participation in physical education activities; making excuses to leave the room, go to the nurse, standing/sitting on the side, or acting out, or simply stating that they are too tired. This avoidance behavior seems to continue into middle and high school levels, which negatively affects student health outcomes and ultimately their academic success. Our goal is to motivate students by reinforcing a positive learning culture that encourages students to participate in developmentally appropriate motor skills, taking healthy risks, and setting personal improvement goals.

As physical educators, we are committed to changing a recurring pattern of avoidance behavior intending to teach students to persevere when they think something is “too hard”. When students believe they are not able to perform a skill, they often give-up, feel frustrated or even embarrassed. The common phrase we hear is, “I can’t do it.” They might avoid trying for fear of failure or compare themselves to other students. It is important to remedy a fixed mindset at an early age in order to continue to develop a growth mindset where students are willing to take healthy risks throughout all aspects of life. We want students to change their phrase to “I can’t do it *yet* but with practice I will get better at this skill.” When a student encounters a challenging situation, the option isn’t to give up but instead to find a strategy to improve their skill. SMILE Lab activities are taught in a non-competitive manner where emphasis is placed on the success and skills achievable by each individual student; increase student interest and build self-esteem by measuring effort rather than athleticism. Students set personal goals. Instead of competing with others, they focus on personal improvement according to their own level of fitness.

Curriculum Improvement and Cross Curricular Connection

This multi-sensory SMILE Lab program will enrich our subject matter by allowing both elementary Physical Education teachers to collaborate and horizontally align curriculum and lesson planning at all three schools. Lessons will align with the National Physical Education Standards identified by SHAPE America and the new MA Physical Education Standards set to roll out January 2020. Our goal is to develop physically literate students and validate the profession by putting the word “education” back into Physical Education. Through encouragement and guidance our students will have the motivation, confidence, physical competence, and knowledge of a physically literate individual.

3. Describe how this grant meets the goals of the Edfund Grants Program (see Edfund Grant Guidelines and Criteria at <http://hwedfund.org/applications-criteria.htm>)

This grant meets the goals of the HW EdFund Grants Program which has been explained in detail above:

- Encourages collaboration, leadership and creativity between elementary PE teachers who will use the grant to horizontally and vertically align curriculum so each student in the district receives the same, high quality, physical education.
- Impacts each elementary student at Buker, Winthrop, and Cutler schools for all six years of their elementary school education.
- Encourages cross-curricular, cross grade, and cross-school collaboration. (The educational gymnastic concepts are closely related to science and math concepts.)
- All of the equipment (especially the sensory pathways can be used by various teachers and staff for classroom use or events.
- Supports a lasting benefit teaching students life skills that go beyond the classroom and transfer into adulthood.
- The two elementary physical education teachers, Jessica McGraw and Maggie Ward-Schack, will be using the SMILE Lab to horizontally and vertically align curriculum. Many of these components will be the used in many different units as stations, tabata, obstacle cou and skill practice.
- Sensory Pathways will be available to special educators, related services - PT, OT, and regular classroom teachers. The sensory pathway decals will be permanently installed on the three gym floors.
- All three elementary principals support the SMILE Lab. In addition, the following teachers asked to be included as supporters of incorporating sensory pathways: Linda McMahon, Catherine Twiss, Nichole Gray, Clndy Vihinen, Kathy O'Shea, Becky Oliveira, Annie Drews, Sarah Erickson, Karin Dalfonso (PT) and Jill D'Entremont (PT). These staff members expressed enthusiasm for using these for movement breaks and whole class activities. Portions of the pathways include letters and numbers; this will complement math and spelling in the early elementary grades.

4. Number of students and/or teachers to benefit

- 837 Students from Buker, Cutler and Winthrop Elementary Schools
- This equipment can be used for every gymnastic related activity. We often loop back to units to reinforce and practice skills.
- The life of a grant project averages 6 years. This means an average of 5,022 students will positively benefit from this grant proposal.

5. Budget Detail

The itemized budget below is the total amount needed to purchase equipment at Buker, Cutler and Winthrop Elementary Schools. The cost per student, for the first 837 students (not counting the average 120 incoming Kindergarten students each year), is approximately \$37 or \$6.16 over the 6 year average lifespan of a funded grant.

Equipment	Quantity	Cost per school	Total	Visual Link
Gymnastic mats 4'x8'	24/8 per school	\$2,569.60 per school	\$7,708.80	See video link on left side of page https://www.gophersport.com/sports/gymnastics/2in-custom-color-tumble-mats
Mat Cart	3	\$219.00	\$657.36	https://www.usgames.com/mat-cart
Balance Beam	3	\$368.72	\$1,106.16	Junior Balance Beam
Ninja Obstacle Course	3	\$3,217.33	\$9,652.00	Ninja 10 Piece Obstacle Course
Stackable Steps	36/12 per school	\$32.02	\$1,152.72	Stackable Steps
Landing Mats	3	1 Set of 3	\$2,954.16	Landing Mats
Lebert Equalizer Dip Bar	3	100.00	\$300.00	Amazon
Cup Stack sets	2	\$600.00	\$1,200.00	Cup Stack Sets
Removable Pathway Decals	3	3 of each	\$5,000.00	Sensory Paths - Puzzle Pieces IFloorTape
Stencil Pathways	1	\$745.00	\$745.00	Stencil Pathways
Ion Audio Speaker	3	\$160	\$480.00	Ion Audio
Total			\$30,956.20	

6. Possible future expenditures

- The District Wellness Advisory Committee will consider replacing sensory pathway stickers in the future through fundraising at the biannual Wellness Fair.
- The department will seek funding through The Friends of Buker/Cutler/Winthrop to fund three TV stations; one TV for each school. The TV's will support instructional strategies of Smile Lab, enhancing student understanding with modeling and self assessment activities.
- The gymnastic equipment (itemized above) is very durable and we do not see having to replace it. It is intended for long term use.

- The sensory pathway decals will be installed over the summer months on clean floors...the are intended for high traffic areas. After in depth research and contacting other schools, we discovered that purchasing multiple sets will allow us to create our own courses specific to our three elementary school spaces. With the multiple sets, we will have some replacement decals in the event that any are damaged.

7. Method of evaluating success of project

Physical Education teachers will collect evidence from student assessments to determine the success of the project. They will also collect data on student avoidance behavior and motivation to participate in physical education class.

The Hamilton Wenham EdFund will be updated on success of this project through email, social media and welcomed school visits.

Additional Comments:

Thank you very much for your consideration in funding our SMILE Lab program for Hamilton-Wenham elementary physical education. With this equipment, both elementary PE teachers will collaborate to create an even more enriching multi-sensory and innovative curriculum that impacts students' physical, social, and emotional health for all of their elementary school years and beyond.

Signature(s) of Applicants (s): _____ **Date:** _____

Signature(s) of Applicants (s): _____ **Date:** _____

Signature(s) of Applicants (s): _____ **Date:** _____

Approval

Please submit grant application to your Principal for approval before sending to Dana Allara at edfundgrants@gmail.com, Edfund Grants Committee Chair with a copy to Director of Curriculum, Assessment and Instruction, Peggy McElhinney at m.mcelhinney@hwschools.net.

Principal: _____ **Date:** _____

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Principal: _____ **Date:** _____



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Name of Contact on the Edfund Grants Subcommittee: Dana Allara

Title of Grant Application: Sensory Motor Intensive Learning Environment (SMILE) Lab

Grant Amount Approved: \$30,956.20 Date Requested: ASAP

Grant Requestor's Name: Danielle Petrucci, Jessica McGraw, Maggie Ward-Schack Title: Health & Wellness Dept.

Email Address and Phone Number: d.petrucci@hwschools.net

Please attach a detailed budget for your approved grant

Signature of grant recipient _____