



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

SCHOOL COMMITTEE MEETING

Buker Elementary School
Multi-Purpose Room

Thursday, October 1, 2015

7:15 PM

1. Call to Order 7:15
2. Pledge of Allegiance
3. Citizens' Concerns 7:20
4. Chair's Report 7:30
5. Superintendent's Report 7:45
6. Consent Agenda 7:55
 - a. Minutes of September 3, 2015 Exhibit A
 - b. Minutes of September 17, 2015 Exhibit B
 - c. EdFund – Forensics Comparison Microscope Exhibit C
 - d. Field Trip – Grade 8 students to Washington DC Exhibit D
 - e. MASS application waiver for Girls Hockey Exhibit J
7. New Business 8:15
 - a. Presentation of District Improvement Plan Exhibit E
 - b. Presentation of School & Program Improvement Plans Exhibit F
 - c. Select Delegate & Alternate for MASC Conference Exhibit G
 - d. Final Review of SC Calendar Exhibit H
 - e. Policy Review – Second Reading of HS Graduation Policy Exhibit I
8. Vote to Adjourn 9:30

Knowledge • Responsibility • Respect • Excellence

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

EXHIBIT A

**MINUTES OF THE HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
SCHOOL COMMITTEE**

September 3, 2015

CALL TO ORDER: Larry Swartz called the meeting to order at 7:09 pm in the Buker Elementary School Multi-Purpose Room.

Present: Stacey Metternick, Larry Swartz, Jeanise Bertrand, Dennis Hurley,
Hannah Fraley

Also present: Michael Harvey and Celeste Bowler
(Nancy Bergner, Secretary)

Absent: Deb Evans, Roger Kuebel

PLEDGE OF ALLEGIANCE

All rose for the pledge of allegiance.

CITIZENS CONCERNS

[There were no citizen concerns.]

CHAIRS'S REPORT by Larry Swartz

The Selectmen have invited him, as School Committee Chair, to a meeting regarding their Five Year Plan.

SUPERINTENDENT'S REPORT by Michael Harvey

- Most H-WRSD students begin classes on September 8.
- Kindergarten orientation is on September 9, classes begin September 10.
- Faculty were welcomed on September 1.
 - H-WRSD has 24 new teachers, who participated in a two day orientation workshop.
 - 7 teachers received Professional Teacher Status
 - Two staff members, each having served 25 years, will be acknowledged on September 17.
- Understanding By Design [UBD], a new approach for the lesson planning process, is in place for 2015/2016 school year, with monthly professional development to support teachers in implementation throughout the district.
- Grade 6 and 9 students were in for orientation on September 2.
- Winthrop School project is in process of finishing up. Any remaining work will be accomplished after school hours, or away from students.
 - Winthrop School custodians are to be commended for their assistance in this project.

- Jan Gauthier, secretary for School Committee has left; Nancy Bergner has agreed to take on this role.
- Reports will be presented on September 24 in an informational session for School Committee and Selectmen.
- As of today, no applicants for School Committee have emerged. This open position is designated for a Wenham resident.

CONSENT AGENDA

Chair Larry Swartz: DO WE HAVE ANY MEMBER(S) THAT WOULD LIKE TO REMOVE ANY ITEM FROM THE CONSENT AGENDA?

MOTION: I MOVE THAT THE HAMILTON-W REGIONAL SCHOOL COMMITTEE APPROVE ALL OF THE REMAINING ITEMS ON THE CONSENT AGENDA. THERE CAN BE NO FUTURE DISCUSSION OR AMENDMENT OF THIS MOTION.

**Motion by Stacey Metternick
Seconded by Dennis Hurley**

UNANIMOUSLY APPROVED

NEW BUSINESS

FINALIZE SCHOOL COMMITTEE 2015-16 GOALS (Exhibit F)

MOTION: I MOVE THAT THE HAMILTON-W REGIONAL SCHOOL COMMITTEE APPROVE THE DRAFT GOALS OF 2015/2016 AS PRESENTED IN EXHIBIT F.

**Motion by Stacey Metternick
Seconded by Hannah Fraley**

UNANIMOUSLY APPROVED

FINALIZE SCHOOL COMMITTEE WORKING GROUP ASSIGNMENTS FOR 2015-16

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE FORM THREE WORKING GROUPS, WITH AN END DATE OF APRIL 15, 2016. THESE SUBCOMMITTEES ARE:

- **POLICY (Larry Swartz, Dennis Hurley)**
 - **COMMUNICATIONS (Stacey Metternick, Deb Evans)**
 - **PLANNING (Hannah Fraley, Deb Evans and Jeanise Bertrand)**
- THE CHARGES FOR EACH SUBCOMMITTEE WILL BE WRITTEN BY**

**EACH SUBCOMMITTEE AND PRESENTED TO THE SCHOOL
COMMITTEE AFTER THE FIRST MEETINGS OF THE
SUBCOMMITTEES.**

**Motion by Larry Swartz
Seconded by Jeanise Bertrand**

UNANIMOUSLY APPROVED

REVIEW SCHOOL COMMITTEE MEETING CALENDAR FOR 2015-16
Discussion, with intention to lock in Calendar at September 17 meeting.

FIRST READING OF GRADUATION REQUIREMENTS POLICY
Discussion: High School Principal Eric Tracy clarified history. Larry Swartz declared
intention to vote on this policy at September 17 meeting.

FIRST READING OF PHYSICAL RESTRAINT POLICY [exhibit J]
Discussion: HWRSD policy undergoing revision in regard to new regulations from
DESE due for adoption by January 1.

ADJOURNMENT

**MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL
SCHOOL COMMITTEE VOTE TO ADJOURN.**

**Motion by Jeanise Bertrand
Seconded by Hannah Fraley**

UNANIMOUSLY APPROVED at 8:52pm.

Respectfully Submitted,

Nancy R. Bergner
Secretary, HWRSC Meeting

EXHIBIT B
Hamilton-Wenham Regional School District
Office of the Superintendent
Wenham, Massachusetts 01984

MEMORANDUM

Date: September 17, 2015

To: School Committee Members

From: Michael Harvey, Superintendent of Schools

Re: Notes on Proceedings for Thursday, September 17, 2015

CALL TO ORDER: In the absence of a quorum, the meeting could not be called to order to conduct business.

Present: Larry Swartz, Jeanise Bertrand, Dennis Hurley,
Kerianne Heppner (Student Representative)

Also present: Michael Harvey (Superintendent), Jeff Sands (Assistant Superintendent) and
Celeste Bowler (Assistant Superintendent for Learning)
(Nancy Bergner, Secretary)

Absent: Stacey Metternick, Deb Evans, Hannah Fraley

PLEDGE OF ALLEGIANCE [7:15 pm]
All rose for the pledge of allegiance.

Recognition of Teachers Obtaining Professional Status (Superintendent Michael Harvey)

25 Years of service recognized for Mile River Middle School Nurse Joanne Hobbs) and Miles River Middle School Science Teacher Susan Galluzzo

CITIZENS CONCERNS
There were no citizen concerns.

SUPERINTENDENT'S REPORT

- School Safety Calendar distributed to School Committee for their eyes only.
- Principal Craig Hovey (Miles River Middle School) has been invited to Shanghai in October.
Representatives from Shanghai will visit in January.
- DESE notification: MCAS scores for schools will be released Sept. 24
- DESE will vote on Nov. 17 regarding the possible adoption of PARCC vs. remaining with MCAS,
which would then undergo significant changes.

- Athletic Field Study presentation has been postponed into October.

CHAIR'S REPORT

- There are three applicants for the open School Committee position.
 - Interviews conducted by Catherine Harrison and Larry Swartz will be scheduled and a selection will be made.
- Larry Swartz presented a report on School Committee's Financial Forecast at a joint meeting of Hamilton's Finance Committee and Board of Selectmen. Swartz answered a number of questions from the Financial Committee and Selectmen regarding the Masterplan and enrollment projections. The Selectmen plan to produce a survey of Hamilton residents in the near future; they will share their results with the School Committee.
- School Committee members Hurley and Bertrand should submit comments on Appendix E (DESE requirements) to Larry by October 1.
- Kerrienne Heppner, Student Representative for 2015/2016 was welcomed.

CONSENT AGENDA: *all items requiring decisions were postponed to the next meeting of the School Committee. Some informational reports were presented.*

- | | |
|---|-----------------------|
| a. Approval of Minutes of September 3, 2015 | Exhibit A [postponed] |
| b. EdFund Forensics Comparison Microscope request | Exhibit B [postponed] |
| c. Field Trip Request – Cross Country Team To RI | Exhibit C [approved] |
| Michael Harvey will unilaterally approve this request, per district by-laws, since the trip is scheduled before the next meeting of the School Committee. | |

OLD BUSINESS

- | | |
|---|-----------------------|
| a. Second Reading of Graduation Requirements Policy (updated) | Exhibit D [postponed] |
|---|-----------------------|

NEW BUSINESS

- | | |
|---|-----------|
| • Report on Summer Programs presented by Celeste Bowler | Exhibit E |
| • Overview of Finance and Operations, Facilities, Technology
Presented by Jeff Sands | Exhibit F |

Larry Swartz dismissed School Committee members at 8:45. Stacey Metternick arrived from Curriculum Night as meeting ended.

Respectfully Submitted,

Nancy R. Bergner
Secretary, H-WRSC Meeting



Grant Acknowledgement and Acceptance of Terms

PLEASE COMPLETE AND RETURN BY EMAIL TO THE FOLLOWING:

1. Edfund-Amy DeSimone at amydesimone12@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 2014-2015 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: Hamilton Wenham Regional High School

Name of Contact on the Edfund Grants Subcommittee: Donna Gourdeau

Title of Grant Application: Forensics Comparison Microscope

Grant Amount Approved and Date Requested: \$2,963.00

Grant Requestor's Name: Deb Clapp Title: Science Teacher

Email Address and Phone Number: d.clapp@hwschools.net ; tel: 978-468-0481

Please attach a detailed budget with payment instructions below for District payment

Check should be payable to:

Please remit check to (contact name):

Address of where check should be sent:

Date by which check should be sent:

HAMILTON WENHAM EDFUND PROJECT GRANT APPLICATION FORM

Project grants are for projects of \$1,000 or more, and should be designed to influence or advance the school system's interest in areas such as curriculum, technology, teaching methods, special school projects or specific innovative interdisciplinary projects.

Name(s) of Application Contact(s): **Deb Clapp**

Submission date: 6/3/15

Date approval needed: **Fall 2015**

Contact(s) phone number: **978-468-0481**

Email: **d.clapp@hwschools.net**

Position or Title of Application Contact(s): **Science Teacher: A&P, Forensics**

Grant Title: Forensic Comparison Microscope

School(s): **HWRHS**

Grade(s): **11&12**

Amount requested: **\$2898.00**

From the New York Microscope company website:

<http://bit.ly/1MkVl2D>

“A truly unique concept in microscopy! The M3-F forensic microscope offers professional features at a highly competitive price point. Use the M3-F's revolutionary technology to compare images in both micro and macro environments. The M3's dedicated macro lens, with a large working distance, allows you to view not only bullets but also larger more bulky, “evidence” items. Swift's powerful optical system allows for images to be seen either 100% from the left microscope, 100% from the right, side-by-side, or overlapping. The M3-F is probably the first and only comparison microscope at this price level that can achieve overlapping of images.

Features:

4X, 10X, 40XRD micro and 1X macro objectives

Tri-pod legs for sturdy footing

Multiple stage positions allow for micro and macro viewing

Gliding stage plate with “one-touch” stage clips

Ergonomic carry handles, promote proper handling

Top and bottom LED illumination provides energy efficient, white light with virtually no heat

Extra bright LED lasts up to 50,000 hours between replacements for minimum maintenance and downtime

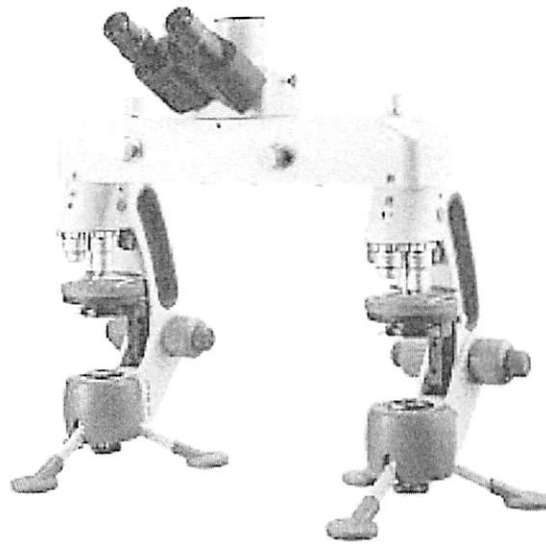
Quality manufacturing and all-metal internal parts ensure durability and minimal down time

Circular stage with diameter of 4 in. (97mm)

Swift Optical Limited 3 Year Warranty”

Recurring costs: yearly maintenance to be absorbed by the science department when other microscopes are serviced.

This is the equipment:



I had an opportunity to shadow blood and DNA expert, Jennifer Montgomery, at the State Crime Lab in Maynard this past year and one piece of equipment I saw in action was a comparison microscope! It was in their ballistic lab and the technician in charge had me try to match bullet shells – did they come from the same gun or not? It was amazing to see in real life what they show on the CSI programs!

Since the Edfund strives to “encourage and support innovative projects in teaching and learning that are consistent with Hamilton Wenham’s district-wide goals and priorities beyond the scope of the regular school budget” awarding this grant would allow future forensics students to use this state of the art comparison microscope for analysis of hair and fiber evidence, pollen and soil evidence, and bullet shell casing evidence to help them in their “who dunnit” evaluations. Also, paint chips and botanical evidence could be evaluated in the future!

This could also work for our hair and fiber evidence unit. It allows for 2 pieces of evidence to be shown binocularly – at the same time to better make comparisons. As of now, we use the EXO cameras and the IPADS and take images and then print the images out for side by side comparison. This would be so much easier and so much more REAL WORLD.

Number of students: 65 students 2015 – 2016 school year and then beyond for the forensics students of the future!

Number of teachers to benefit: Only I teach forensics, but I am sure there are other A&P (skin, hair, and blood), chemistry (crystals?), and biology applications down the road.

Hamilton-Wenham Regional School District

FIELD TRIP REQUEST

School: Miles River Middle School Date Submitted: 9/14/15
 Faculty Sponsor: Craig Hovey Position: _____

I. Trip Information:

Check (✓) one:

- ☐ Day Academic Field Trip - ☐ In-state ☐ Out-of-state Destination: _____
☐ Day Extracurricular Trip - ☐ In-state ☐ Out-of-state ☐ International Destination: _____
☐ Athletics - Sport: _____
☐ Overnight Trip - In-state - ☐ Academic ☐ Extracurricular - Destination: _____
☐ Out-of-State/Domestic Day Trip - ☐ Academic ☐ Extracurricular - Destination: _____
☒ Out-of-State/Domestic Overnight Trip - ☒ Academic ☐ Extracurricular - Destination: Washington D.C.
☐ International Trip (extracurricular only) - Destination: _____

Departure Date: 8/15/16 Time: 5:00 AM Return Date: 6/17/16 Time: approx 10:30pm
 Number of Students Eligible: 135 Class/Group: All 8th grade students
 Faculty Sponsor: Craig Hovey
 Other Faculty/Staff chaperones: TBD
 Other chaperones: TBD
 Mode of Transportation: Bus Number: TBD based on enrollment
 Airlines/Flight/Ground Transportation: Bus - coordinated by Close Up foundation


II. Estimated Expenses

1. Transportation Cost: All Included	6. Financial Assistance Available? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2. Admission Charges: All Included	7. Other Sources of Funding? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3. Lodging & meals cost: All Included	8. Amount Available: \$ <u>TBD</u>
4. Other (specify): _____	9. Are Student Activity Funds being used? <input type="checkbox"/> Yes <input type="checkbox"/> No
5. Total student cost: \$725 all inclusive (lodging/admissions/food/transportation)	10. If yes, amount bring used: \$ _____

III. Attachments

1. Copy of Parent Letter with meeting date:	5. Travel Costs & Refund Policy:
2. Itinerary:	6. Travel Insurance Policy (if applicable): Cost:
3. Security features for transportation & accommodations:	7. Pre and Post Trip Activities:
4. Arrangements for meals and lodging:	8. Other Descriptive Information:

IV. Approvals

Department Chairperson or Field Trip Requestor: _____ Date: _____
I have read the School Committee Policy H8015 on School Sponsored Field Trips and meet all policy requirements
 Principal:  Date: 9/16/15
I have read the School Committee Policy H8015 on School Sponsored Field Trips and find they meet all requirements

Note: Overnight and Domestic (out-of-state) and international trips require approvals from the Superintendent and Hamilton-Wenham Regional School Committee.

Superintendent: _____ Date: _____

HWRSD Committee Action: Vote - Yes _____ No _____ Abstain _____ Date: _____

Please be sure all the information listed is included with your Field Trip Request for the Approval of the Superintendent & School Committee any incomplete requests will be returned. Refer to our website Policies "School-Sponsored Field Trips" H8015 for the complete policy; this is an excerpt from that policy.

APPROVAL DOCUMENTATION – Domestic and International

Approval for all trips must be received prior to making any financial contractual arrangements. All field trips must be approved in writing by the appropriate authority as specified in this policy. The initial documentation to request a field trip must include:

1. Proposed dates and itinerary.
 2. Description of the process that will be used to determine student eligibility.
 3. Estimated number of students expected and percentage of eligible students participating.
 4. Cost per student (if applicable).
 5. Mode of transportation and schedule.
 6. Ratio of chaperones/teachers to students
(Recommended ratio – HS 1:10; MS 1:10 min.; Elementary 1:10 min.; International 1:6)
 7. Description of arrangements for meals and lodging (if applicable). Accommodations will include enough rooms so that no chaperones are rooming with students.
 8. Description of security features for transportation and accommodations.
 9. Means of financing.
 10. Draft copy of any contract and refund policies associated with the trip.
 11. Draft copy of the letters to be sent to parents and guardians referencing the specifics of the trip including all of the above and any rules specific to the trip which are in addition to the HWRSD student conduct policies, student handbook rules or regulations, and the MA Interscholastic Athletic Association (MIAA) rules and regulations. For international field trips, the sponsoring faculty member will provide parents a copy of the State Department travel advisory and Homeland Security Alert Status for all countries to be visited.
 12. In the case of academic field trips, there must be a description of the educational alternative and mapping of that alternative for students not attending the trip, if applicable.
 13. Satisfactory Criminal Offender Record Information (CORI) check of all chaperones is required and must be on file in the Superintendent's Office.
 14. International trips must include a printout of the State Department Travel Advisory and Homeland Security Alert Status for all countries to be visited.
- Additional information may be requested from the appropriate authority prior to making a decision.
 - Should external circumstances change after the initial trip approval detailed modifications to the relevant approval documentation (see above) will be required.

DISCIPLINE OF STUDENTS AND FIELD TRIPS – Domestic and International (this must be included on your permission slips for parents/guardians.

1. All Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, student conduct will apply and be in effect at all times for academic and extracurricular field trips.
2. If a student violates any Hamilton-Wenham student conduct policies, student handbook rules or regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, trip rules as specified, or otherwise misbehaves while on a field trip, the student will be immediately suspended from the field trip and sent back to school or home, as appropriate, by the faculty sponsor at the parent's/guardian's expense. In addition to being sent home, the individual will be subject to the consequences for the action/infracton upon his/her return to school as defined by the aforementioned student conduct policies, student handbook rules and regulations, and MA Interscholastic Athletic Association (MIAA) rules and regulations.
3. Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules regarding student conduct will be given to chaperones. Chaperones shall agree to implement and enforce them; failure to do so will result in not being able to chaperone future school sponsored trips.



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WASHINGTON DC

CLOSE UP WASHINGTON

MILES RIVER MIDDLE SCHOOL: 8TH GRADE PROGRAM

PREPARED BY: ANDREA BACHMANN

PHONE: 703-706-3344

EMAIL: ABACHMANN@CLOSEUP.ORG



800-CLOSE UP (256-7387)

WWW.CLOSEUP.ORG



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WHY PARTNER WITH THE CLOSE UP FOUNDATION?

- **We are a non-profit, non-partisan education organization** – We strive to inform, inspire, and empower young people to become more active and engaged citizens.
- **We are not a tour operator** – Washington, DC and civic education is what we do and what we do well! Our organization is dedicated to developing interactive lesson plans, hands-on activities, and local partnerships and programming unique to our nation's capitol.
- **We use full-time teaching fellows, not contracted tour guides** – All Close Up instructors are college-educated, receive over 120 hours of training in our curriculum and methodology, and work with students at a ratio of no more than 25:1.
- **We provide 24/7 supervision and instruction** – Each program includes a trip leader, two instructors per bus, and night monitors on every hallway. Close Up is run like a camp – while buses travel together, each student is part of a small workshop group paired with a dedicated instructor who gets to know them by name, keeps track of their participation and progress, and makes sure they are engaged, having fun and learning!
- **We partner with over 100 prominent DC organizations and policymaking professionals** that provide students with a dynamic perspective on DC beyond the monuments. Examples include U.S. Congress, Embassies of Washington, U.S. Federal Courts, Faces of Homelessness and DC Central Kitchen.

WHAT DISTINGUISHES THE CLOSE UP EXPERIENCE FROM A SIGHTSEEING TOUR?

- **Schools are our partners** – We coordinate with schools to design programs based on their curricular and social objectives, incorporating critical questions, themes, and projects from their core courses.
- **Comprehensive programming and curriculum** – If a school is interested, we have resources to prepare students for program (lesson plans, current issues debates, community surveys) and project outlines to continue the learning experience after completing the DC program.
- **Answering the “so what” question** – At every monument, memorial, and museum, instructors make visits relevant by providing history and context, and by helping students connect what they are seeing to current issues debates. Examples include:
 - *Different Forms of Service*: At the World War II and Martin Luther King, Jr. Memorials, students examine different ways that citizens have shaped American history and debate the merits of different forms of protest and civil disobedience.
 - *United States Holocaust Memorial Museum*: During a visit to the museum, students are asked to consider the relevance and importance of publicly remembering certain events. What are the responsibilities of citizens in the face of mass atrocities?
- **Intentional scaffolding and sequencing** – Every program schedule is designed so that each site visit builds on previous activities and discussions. Examples include:
 - *Congressional Simulation*: Before visiting Capitol Hill and meeting with legislators, students participate in our signature Mock Congress Activity. By taking on the role of lobbyists, congressmen, and committee chairs, students experience the law-making process first-hand and are able to ask substantive questions during their Capitol Hill Meetings.
 - *Domestic Issues Debate*: To prepare students for visits to DC organizations and discussions about critical public policy questions, students participate in a live debate with a liberal and conservative policymaker.

HOW CAN CLOSE UP PROVIDE A PARALLEL EXPERIENCE FOR STUDENTS WHO CANNOT TRAVEL TO DC?

- **We want all students to become more active and engaged citizens!** We can provide lesson plans and resources that help teachers facilitate activities and local site visits to accomplish similar learning objectives
- **Access to our interactive, non-partisan resource center** that explores the foundations of U.S. government and gives students a broad understanding of key policy issues and relevant modern-day debates.

Miles River Middle School: Close Up Draft Program Schedule Spring 2016

Day 1	Day 2	Day 3
<p>5:00 AM Depart from school by bus</p> <p>3:00 PM Registration, snack, orientation upon arrival at hotel</p> <p>4:00 Faces of Democracy Study Visit</p> <ul style="list-style-type: none"> Jefferson Memorial: Examine the framework created for the protection of individual rights FDR Memorial: Discuss the New Deal and Government Responsibility <p>6:15 White House (photo op)</p> <p>6:45 Dinner and Souvenirs: Pentagon City Mall</p> <p>8:00 Opening Workshop: Get to know your Program Instructor and talk about the role of a citizen in our democracy</p> <p>9:30 Room Check</p>	<p>7:30 AM Breakfast</p> <p>9:00 WWII Memorial: What role has military service and support played in shaping our country?</p> <p>10:00 MLK Memorial: How has petition and protest influenced our history and evolution as a country?</p> <p>11:30 National Archives Study Visit: Explore the foundations of our government</p> <p>12:30 Smithsonian Museum Visit and Lunch (Options include Air and Space, American History, Natural History, American Indian, Gallery of Art)</p> <p>3:00 Holocaust Memorial Museum Study Visit (Pending Availability): Visit the permanent exhibit and reflect on the importance of actively remembering certain events</p> <p>6:00 PM Dinner: Pizza by bus</p> <p>7:30 PM Social Activity: Mini-golf, Bowling, or Night Monument Tour</p> <p>9:30 PM Return to Hotel</p> <p>10:00 PM Room Check</p>	<p>7:15 AM Breakfast</p> <p>8:00 AM Mock Congress and Capitol Hill Preparation: Participate in an in-depth simulation of the legislative process</p> <p>10:30 Capitol Hill: An inside look at how Congress works</p> <ul style="list-style-type: none"> Meet with members of Congress or their staffs Tour the U.S. Capitol Building and Visitor Center Visit the Supreme Court and Library of Congress Lunch at the House of Representatives Cafeteria <p>1:30 PM Depart from DC</p>

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School Information:

School Name: Miles River Middle School
 Lead Contact: Craig Hovey
 Lead Contact Phone: (978) 468-0362
 Email: c.hovey@hwschools.net

Detailed Quote:

Close Up School ID: N/A
 Close Up Password: N/A
 Close Up Representative: Andrea Bachmann

Program Tuition & Transportation Per Student:

3 days/2 nights, bus: \$725

~~3 days/2 nights, flight: \$948~~

~~4 days/3 nights, bus: \$875~~

Chaperones: * 10-15

* One adult included for every 10 full-paying student participants.

Program Details:

Number of Days: 3-4 days
 Dates: Spring 2016
 Transportation: Bus or Flight
 Estimated Number of Participants: 100-150 students
 Student Accommodations: Quad
 Adult Accommodations: Double

Deadlines:

\$250 Per Student Deposit: Approx. 6 mos. in advance
 Second Deposit of \$250: Approx. 4 mos. in advance
 Final Payment Due: Approx. 2 mos. in advance

Program Includes:

- Roundtrip transportation from Boston;
- Ground transportation to and from all activities;
- 3 meals a day starting upon arrival;
- Quality hotel accommodations;
- Top notch instruction from trained educators;
- Educational materials;
- Night monitors on every hotel hallway;
- All program logistics and planning;
- Booking speakers and Congressional meetings;
- Dedicated Close Up Representative;
- Liability insurance;
- All tips and gratuities;
- 24/7 supervision and instruction; and
- Medical access to Georgetown Pediatric Center.

Close Up Payment Information:

To make a payment with a School/District Credit Card please login to your school account using the information above at www.closeup.org or call 703-706-3416 between 8:00AM and 6:00PM.

All checks should be made payable to the Close Up Foundation, include the School ID in the memo line of the check, and be sent with a copy of the invoice to:

Close Up Foundation
 c/o Burke & Herbert Bank & Trust Co.
 P.O. Box 25228
 Alexandria, VA 22313

Purchase orders may be mailed to the address above or faxed to 1-866-236-2015.



CLOSE UP PROGRAM REGISTRATION, STAFFING AND SUPPORT

How does Close Up help you get ready for your trip?

Each school is paired with a dedicated Program Representative and Curriculum Coordinator who work as a team to guide teachers through the registration and planning process.

Close Up support leading up to the program generally includes:

- A planning meeting with teachers to discuss goals for the program and draft a schedule and curriculum overview
- A parent meeting where we are available to present Close Up's programming to parents and answer any logistical questions
- Registration email to all interested families
- Payment reminders to all registered families
- Check-in calls and follow up meetings to provide any needed support during the school year

How does a school register for a program? How does a student register for program?

Close Up will register each school for program and provide each trip coordinator with login information for our website.

Students and parents can make all payments (check or credit card) and fill out registration forms through a secure portal on Close Up's website. Trip coordinators have a dedicated webpage where they can monitor their group and see who has signed up and who has made payments.

What support does Close Up provide during travel to and from Washington, DC?

When students travel by air, a Close Up representative meets them at the airport and accompanies them on a chartered bus to their hotel. Close Up transportation staff are on duty via our transportation hotline throughout the course of bus or air travel to address any last-minute changes or emergencies.

All students are encouraged to purchase travel insurance in case of sickness or an emergency.

How are Close Up programs staffed during your time in Washington, DC?

- Registration staff assists students as they unload luggage, sign in, and receive their itineraries, workshop materials, and hotel keys.
- One full time program leader is dedicated to your program.
- Two program instructors per bus each lead a workshop group of 18-24 students. Each instructor gets to know students by name, keeps track of their participation and progress, and makes sure they are engaged.
- Night monitors are stationed on each student hallway.
- Our registrars, program staff, and night monitors ensure 24/7 supervision.



FINANCIAL AID AND FUNDRAISING

Close Up has some financial aid available for students who qualify for free and reduced lunch. The final monetary amount depends on how many students qualify from each school and the total number of students who participate on Close Up.

Fundraising

We encourage students to utilize several fundraising methods. Close Up students often write letters and emails asking for tax-deductible donations. We also offer you and your students the ability to use the internet to help raise funds for your school and your students' participation in Close Up.

Letter Writing Campaign

A student can begin a letter writing or email campaign by using our sample fundraising letter found on the next page. We recommend reaching out to family, friends, local businesses, and community members.

Donations Through Our Website

1. Direct donors to go to www.closeup.org, and click on the 'Donate' link on the bottom of the website, or directly via this link: <http://www.closeup.org/programs/SupportCivicEd.aspx>.
2. Suggest they select either "Sponsor a School" or "Sponsor a Student."
3. Provide the donor with your School ID or the Participant's ID number depending on whether they've elected to donate to the school or the student.
4. Payment can then be made with check or credit card and will be deposited right into the account.
5. Tell the donor their donation may be tax deductible (they should check with their tax advisor); give them our Federal Employer Identification number, 23-7122882, or if a donor wants a receipt they can call our finance department at 800-Close-Up ext, 416.

Online Donations Through Various Platforms

1. Create "Your Very Own Close Up Donation Website" via a free web host, like blogspot.com and link it to our "Donate" Page.
2. You can also try to raise money using a website like <http://www.donorschoose.org>, who sets it all up for you.
3. You can also set up a link from your school website to Close Up's "Donate" page, or post it on your www.facebook.com page, personal blog, etc. Be sure to include your school ID.
4. Utilize your ability to send mass emails in order to send out larger quantities of letters (this will save you money on postage and target more people).



CLOSE UP PROGRAM SERVICES: HOTEL INFORMATION, TRAVEL OPTIONS AND MEDICAL CARE

What kind of hotels does Close Up offer?

We partner with 3- and 4-star hotels in the DC metropolitan area. All hotels are enclosed (rooms open to indoor hallways, not outdoor walkways) and include a hot breakfast buffet. Close Up night monitors are stationed on each hallway overnight to check students into their rooms, manage behavior, and address any needs that arise.

Examples of our hotel partners include:

- Hilton Crystal City, 2399 Jefferson Davis Hwy; Arlington, VA
- Holiday Inn & Suites Alexandria Historic District, 625 First St, Alexandria, VA
- Key Bridge Marriott, 1401 Lee Hwy; Arlington, VA
- Doubletree Silver Spring, 8727 Colesville Rd; Silver Spring, MD
- Hilton Mark Center, 5000 Seminary Road; Alexandria, VA

What round-trip travel options does Close Up provide?

Close Up's travel department coordinates round-trip transportation to and from Washington, DC for all students and chaperones. Schools have the option of electing bus or air transportation with Close Up, or may choose to coordinate travel independently. Close Up provides coach bus transportation in Washington, DC throughout the course of the program.

Busing - All buses are chartered private coaches equipped with heating and cooling, overhead and undercarriage storage, and latrines. Frequently used companies include Yankee Trails, Eyre, Quiks, and Maryland Coach.

Flying - Flights are booked in order to best fit program schedules at the best rate. We consider all airlines and all three airports in the DC area: Washington-Dulles, Washington Reagan National, and Baltimore-Washington International. When students travel by air, a Close Up representative meets the group at the airport and accompanies them on a chartered bus to their hotel.

Close Up Travel Support - Our toll-free number is staffed by our transportation team during your travel and we monitor all bus travel and arriving and departing flights throughout the day (and night). If any problems arise (delays, weather, last minute changes), schools can call 800-336-3689 and we will work with you to find a solution.

What if someone gets sick on program?

Close Up partners with several leading health care providers; including Georgetown University Children's Medical Center (GUCCMC) to ensure that students have access to quality health care should they get sick while on program. As an added precaution, Close Up program staff is trained in CPR, AED, and First Aid. We also maintain a dedicated staffer on each program to assist students who are ill. Typically, this assistance includes accompanying them when they're taken for medical treatment, waiting with them at the facility while they're being treated, and accompanying them back to the hotel as well. Close Up, along with the trip coordinator will work together to ensure that students get timely access to quality health care should the need arise while on program. We have dedicated staff members to stay with any students that are not able to participate on program.

Draft Parent Letter

September XX, 2015

Dear Eighth Grade Parents:

This June the eighth grade will be partnering with the Close Up Foundation (www.closeup.org) to travel to Washington D.C. for an interdisciplinary experience that will bring life to the 8th grade curriculum in the area of civics, human rights and the Holocaust. The Close Up Foundation is a non-partisan, non-profit educational organization that strives to inform, inspire and empower young people to become more active and engaged citizens.

Students will depart from Miles River Middle School on Wednesday June 15th, 2016 at 5:00 AM and will return on Friday June 17th at approximately 10:30 PM. The cost of the trip is \$725 per student and is all inclusive of lodging, admissions, transportation, and meals in D.C. A tentative itinerary is attached reflecting our current plans.

There will be an initial informational meeting on **October 29th** at 7:00pm in the Multipurpose Room at Miles River Middle School and informational packets will be available. A representative from the Close Up Foundation will also be on hand to help answer your questions. Below are a few details about the trip:

Cost

The cost of the trip is \$725 per student with an initial payment of \$250 due by December 15th; a second payment of \$250 due by February 15th and a final payment of \$225 due by April 15th.

Transportation and Accommodations

We will travel by chartered private coach bus and will stay in the **XXX hotel in XXXX, VA/MD**. Continental breakfast and night monitoring will be provided.

Chaperones

Miles River staff will chaperone the trip at a ratio of 1 teacher to 10 students. Close Up will provide a group leader for every 20 students and a program coordinator. A nurse will be among the chaperones

I will continue to send out information by email and publish to the school website. We look forward to reinstating this fun and educational experience for our eighth grade students.

Sincerely,

Craig Hovey
Principal

8th grade Washington D.C trip
June 15-17 2016

Pre-Trip Activities:

An 8th grade trip to Washington D.C. offers an opportunity for very strong curriculum connections to our 8th grade Civics curriculum as well as our 8th grade English units of study on Civil Rights and the Holocaust. The Close Up foundation has a curriculum specialist who will work with our teachers to tailor the specific activities and site visits to meet our needs. Lessons throughout the year can be connected to the Washington D.C.

Post –Trip Activities:

The specifics of the post-trip experience will need to be developed over the course of the year and could include an interdisciplinary projects (individual or group), reflections, or presentations. Given the dates of the trip this year it will more likely be a culminating experience with most of the work leading up to the trip than the basis of an end of the year project.

Alternative Trip:

The trip will be open to all 8th grade students. However, some may be unable or unwilling to attend. We plan on developing a smaller scale experience for students who stay here possibly including trips to Boston or other nearby locations to obtain a similar curricular experience (Freedom Trail/State House).

Funding Support:

The following groups may provide assistance in funding the trip and reducing the cost for students:

- Close Up Foundation has some financial aid available for students who qualify for free and reduced lunch. The amount depends on how many students qualify.
- Friends of MRMS/HWRHS – The Friends group has offered their support to this trip and I look forward to working with them
- League of Women Voters – I have received positive feedback and would seek support from them.
- We will be exploring several other avenues of funding support.

Chaperones:

MRMS staff: 1 per 10 students

Close Up staff: 1 per 20 students

Close Up Coordinator: 1 per trip

Nurse: provided by MRMS



SAMPLE FUNDRAISING LETTER

DATE

Dear _____, (parent, relatives, parents co-workers, neighbors, etc.)

On DATE of TRIP, I will travel to Washington, D.C. to take part in the Close Up Foundation's Washington D.C. Civic Education Program along with students from NAME OF SCHOOL. This program gives students the opportunity to experience their government in action and gain the skills, knowledge, and confidence they need to be engaged citizens.

This innovative educational program is run by the Close Up Foundation, the nation's leading nonprofit, nonpartisan civic education organization. Since 1971, Close Up has brought over 725,000 students and teachers from across the country to Washington, D.C. to experience firsthand the history, politics, and culture of the nation's capital. While on the program, I will participate in a variety of hands-on activities such as visiting Capitol Hill, participating in policy workshops and debating with my peers.

I want to go on this program because _____.

The program cost per student is PRICE, and is all-inclusive; travel expenses, academic workshops, meals, lodging, and truly, the experience of a lifetime. Because civic education is for everyone, and not just the most privileged, I hope you are able to lend a hand in making this valuable educational program available to *all* students, regardless of financial background.

Help me in this effort by contributing at least AMOUNT of DESIRED DONATION or a providing a gift of your choice.

The Close Up Foundation is a nonprofit, nonpartisan 501(c)(3) organization exempt from federal tax. For your records, the Federal Employer Identification number, is 23-7122882. **Contributions made directly to the Close Up Foundation may be tax-deductible.** Consult your tax advisor for details.

Your contribution would be an investment in our community's future by helping students become active and informed citizens.

Donations can be made by visiting www.closeup.org and clicking on the 'Donate' link on the bottom of the website, or directly via this link: <http://www.closeup.org/programs/SupportCivicEd.aspx>.

To sponsor me, select "Sponsor a Student" and enter my ID #: PARTICIPANT ID #

Please feel free to call my teacher, NAME OF TEACHER, for more information concerning the Close Up program. They can be reached at NAME OF SCHOOL, PHONE NUMBER during the day, or in the evening at PHONE NUMBER or via email at EMAIL. Or call the Close Up Foundation at 800-Close-UP (256-7387) to learn more about their programs.

Thank you in advance for your consideration and support, and for making a positive difference in my life and our community!

Sincerely,



REFERENCES

Thurston Middle School (Westwood, MA)

Kyle Grady, Assistant Principal

(781) 326-7500 ext.2335, kgrady@westwood.k12.ma.us

Dedham Middle School (Dedham, MA)

Margo Fraczek, Assistant Principal

(781) 326-6900, mfraczek@dedham.k12.ma.us

Plymouth Middle Schools (Plymouth, MA)

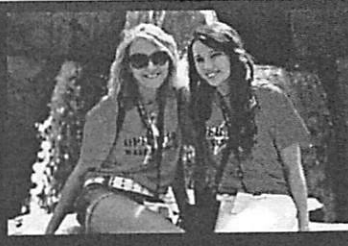
Kathy Babini, District Social Studies Coordinator

(508) 830-4300, kbabini@plymouth.k12.ma.us

For over 40 years, Close Up Foundation has provided the highest quality hands-on educational program in the country. From the moment they arrive in D.C. until they return home, we are committed to providing a safe, secure and memorable experience for students.

Safety and Security Measures:

- Male and female participants will be separated and housed on separate floors at each hotel. Close Up's professional security staff will monitor hotel rooms and hallways each night from 10:00 p.m. to 6:00 a.m.
- Each hotel will have a program staff member who will reside at the hotel during the program. Close Up staff is available in case of an emergency and all students and teachers are provided with the Close Up staff room number and contact information.
- All students are accounted for at all times via roll calls at all Close Up-led program activities, 7:00 a.m. through 10:00 p.m., upon arrival through departure. Close Up participants and staff wear their Close Up name tags at all times. The Close Up emergency number—703-706-3505—is listed on the back of each nametag and on all student and teacher daily schedules.
- Students are chaperoned at all times during program-led activities by their teachers and/or Close Up's professional male and female staff.
- As always, Close Up's student and teacher program supervisors and bus drivers have cell phone availability to allow efficient communications between the Close Up headquarters and program participants at all times.
- Local and national news and government reports regarding security conditions in the city, site locations on Capitol Hill, and all transportation systems are monitored round-the-clock by Close Up administrative staff. Relevant news alerts and instructions will immediately be communicated to program staff at all times of the day and night.
- All Close Up staff, comprised of both male and female instructors, is professionally trained to respond quickly and effectively in the event an emergency situation arises. All our staff master evacuation procedures and routes from all Close Up activity locations. Additionally, all our staff members working with students have undergone criminal background checks and are trained in CPR, AED and First Aid.
- Close Up partners with several leading health care providers, including Georgetown University Children's Medical Center (GUCMC), to ensure that students have access to quality health care should they need medical attention while on program. 9-1-1 emergency services are available around the clock – from when our program starts until it ends. We also maintain a dedicated staffer on each program to assist students who are ill, and GUCMC maintains a pediatric doctor on-call who will assist and make appropriate referrals if needed. Typically, the Close Up staffer will assist with accompanying students when they're taken for medical treatment, waiting with them at the facility while they're being treated, and accompanying them back to the hotel as well. Close Up, along with your teachers, will work together to ensure that students get timely access to quality health care should the need arise while on program. We also have dedicated staff members to supervise any students that are not able to participate on program.



CLOSEUP

WASHINGTON DC

LIABILITY INSURANCE



CERTIFICATE OF LIABILITY INSURANCE

DATE/NUMBER
7/21/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Shannon & Luchs Insurance Agency 400 Professional Drive Suite 360 Gaithersburg MD 20879 Close Up Foundation 1330 Braddock Place 4th floor Alexandria VA 22314		CONTACT NAME: Darlene Phelan, CIOA PHONE: (301) 670-7373 FAX: (301) 670-7373 EMAIL: darlene@alins.com ADDRESS:															
INSURED Close Up Foundation 1330 Braddock Place 4th floor Alexandria VA 22314		INSURER(S) AFFORDING COVERAGE <table border="1"> <tr> <th>INSURER</th> <th>ALC #</th> </tr> <tr> <td>INSURER A Hartford Insurance Co. of MN</td> <td>37478</td> </tr> <tr> <td>INSURER B Hartford Casualty Insurance Co.</td> <td>29424</td> </tr> <tr> <td>INSURER C Multiple Companies</td> <td>00914</td> </tr> <tr> <td>INSURER D</td> <td></td> </tr> <tr> <td>INSURER E</td> <td></td> </tr> <tr> <td>INSURER F</td> <td></td> </tr> </table>		INSURER	ALC #	INSURER A Hartford Insurance Co. of MN	37478	INSURER B Hartford Casualty Insurance Co.	29424	INSURER C Multiple Companies	00914	INSURER D		INSURER E		INSURER F	
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COVERAGES **CERTIFICATE NUMBER:** CL147111574 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF EACH POLICY. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

ASH LTR	TYPE OF INSURANCE	ADDL. BUBBLES RDR, WDR	POLICY NUMBER	POLICY EFF. (MM/DD/YYYY)	POLICY EXP. (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY					
	<input checked="" type="checkbox"/> COMMERCIAL GEN. LIAB. (A1)					Each Occurrence: \$ 1,000,000
	<input checked="" type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR		4200200424	7/1/2014	7/1/2015	Aggregate: \$ 300,000
	<input checked="" type="checkbox"/> PRODUCTS-RELATED GEN. LIAB.					Aggregate: \$ 10,000
A	AUTOMOBILE LIABILITY					
	<input checked="" type="checkbox"/> AUTO AUTO					Each Occurrence: \$ 1,000,000
	<input checked="" type="checkbox"/> ALL OWNED AUTOS		4200200424	7/1/2014	7/1/2015	Aggregate: \$ 1,000,000
	<input checked="" type="checkbox"/> Hired Autos					Aggregate: \$ 2,000,000
B	UMBRELLA LIAB.					
	<input checked="" type="checkbox"/> PERSONAL					Each Occurrence: \$ 10,000,000
	<input checked="" type="checkbox"/> COMM. <input checked="" type="checkbox"/> PERSONAL		4200200293	7/1/2014	7/1/2015	Aggregate: \$ 10,000,000
	<input checked="" type="checkbox"/> PERSONAL					Aggregate: \$ 10,000,000
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY					
	<input checked="" type="checkbox"/> WORKERS COMPENSATION					Each Occurrence: \$ 500,000
	<input checked="" type="checkbox"/> EMPLOYERS' LIABILITY		4200200293	7/1/2014	7/1/2015	Aggregate: \$ 500,000
	<input checked="" type="checkbox"/> DISABILITY BENEFIT					Aggregate: \$ 500,000

DESCRIPTION OF OPERATIONS, LOCATIONS, VEHICLES (ATTACH ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER Insured Copy	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE J. Hamezaki, CPCU/CSR
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CLOSE UP COMMON CORE STATE SOCIAL STUDIES STANDARDS - MIDDLE SCHOOL

The Close Up Foundation, in collaboration with teachers, correlated the *Close Up Washington Middle School Program* outcome objectives to your state social studies standards. If you have questions, comments, suggestions, or additions, please contact us at curriculum@closeup.org.

Close Up's balanced, interactive, experiential curricula motivate students to become actively involved in their community and government, strengthen their knowledge of United States history, and increase their awareness of current issues. These goals are achieved during experiential learning activities throughout the program, including primary resource seminars; study visits to government institutions and monuments; current issue debates; government simulations, and small group workshops, all led by college educated and professionally trained instructors. The Close Up Program fosters essential citizenship skills such as acquiring and using information, assessing involvement, making decisions, making judgments, communicating, cooperating, and promoting interests and develops critical thinking skills.

The following are corresponding objectives of the *Close Up Washington Middle School Program* to your state's social studies standards:

Hi Craig,

Thank you! So happy to hear the response continues to be great. As for refunds and insurance, we typically set three payment deadlines per school. The first is a non-refundable deposit (for your program, it will likely be around \$250 due around the end of November, exact date tbd). Other than the initial deposit, remaining payments are fully refundable up to the final payment deadline and cancellation date, which for your program falls on April 22. After that, no refunds are issued; however, we do recommend that parents purchase travel insurance to safeguard against last-minute emergencies. The company we recommend is called Travel Guard. We do not offer package trip insurance, so families need to do this on an individual basis. They will all receive a link to the Travel Guard site when they register for program. Some families opt to get travel insurance through their primary insurance provider instead.

Some other notes: You asked about capacity on the buses. Generally the buses are 54 or 56 passenger coaches, so we usually have up to 48 students + 4-5 school chaperones and 2-3 Close Up staff members on each bus. Also, regarding staff – all Close up staff, including night monitors, receive background checks and are CPS/First Aid certified.

Let me know if anything else comes up!

Thanks again,
Andrea

Hovey, Craig

From: Kathy Babini <kbabini@plymouth.k12.ma.us>
Sent: Wednesday, September 09, 2015 3:07 PM
To: Hovey, Craig
Subject: Re: CloseUp Washington DC Trip

Hi Craig,

We had a very positive experience. The only reason we are not going is that our district requires a school nurse to attend. We had the same 2 nurses attend the 2 years we went, and no one else volunteered year 3. I worked with Lindsay Greenburg. We decided to go late the first year, taking 2 both middle schools, about 300 or so kids. No all of them got to go to the Archives, but we corrected that year two. So if there are specific things you want your kids to do or see, make sure you let them know. Their people run the events, so there is no pressure of teachers to try and get up to speed with the information, teachers basically just chaperoned. We did use do some fundraising, our PTO helped out with cookie dough sales, we ran a craft fair, were able to provide some scholarships through Close Up and with some of our teachers pitching in for kids. Parents set up the accounts with Close Up, so after the initial payment and registration forms, our teachers no longer had to deal with money issues. We used 2 hotels and kept the kids in the "team" groups, really helps if teachers who know the kids well chaperone. I went but felt at a disadvantage because I didn't know the kids. People (parents, kids and staff) were very disappointed the trip didn't take place last year. I would definitely use them again. It was curriculum based, which we wanted, not just a "tour". Please feel free to give me a call (508-830-4476) if you have any other questions or concerns. Good Luck!

Kathy

1. How was the experience with Close Up overall? Did they deliver on what they had promised?
2. Any pitfalls to avoid?
3. Are you/would you use Closeup again?
4. What fundraising did you put into place to make the trip affordable for all?

If you would prefer to talk by phone feel free to give me a call at 978-468-0362. Thank you and I appreciate your time.

Craig

Craig Hovey

Principal

Miles River Middle School

Hamilton-Wenham Regional School District

Twitter - @principalthovey

Blog - milesrivermiddleschool.wordpress.com

Hovey, Craig

From: Margo Fraczek <mfraczek@dedham.k12.ma.us>
Sent: Wednesday, September 09, 2015 3:01 PM
To: Hovey, Craig
Subject: Re: CloseUp Washington DC Trip

Hi Craig,

We did a pilot trip with CloseUp last year and are doing a full class trip this year. They definitely delivered! Every place we went they had a lesson plan and assignment but we heard very little complaining from the kids. They really enjoyed the work they did with their group leaders. The only concern there was that one of the group leaders was phenomenal and the other was okay - so there was a little disparity between the two groups. I will say the kids really loved their leaders! The chaperones had very few responsibilities once we were in DC and were able to enjoy themselves doing the activities with the kids.

The only pitfall we hit was we had to have a waiting list because we only took 50 kids. This caused some parental issues before we left. Hopefully, having the whole group go this year will eliminate that issue.

As I said we are using CloseUp again this year and probably going forward.

We did no fundraising last year as it was a pilot - though several students were able to use the CloseUp partnership 50/50 scholarship - it's on their website. This year we are looking at two forms of fundraising. We (as a district initiative) are looking to get about \$35,000 from the myriad of local funding groups. This money will go for students with a financial need - we hope to lower the cost of the trip to \$200 for all free/reduced lunch kids. The second will be grade fundraising trying to raise \$100 per any student that fundraises to offset the cost.

hope that answers some of your questions! Feel free to give me a call if you have more.

Margo Fraczek
781-310-7000

On Wed, Sep 9, 2015 at 2:30 PM, Hovey, Craig <c.hovey@hwschools.net> wrote:

Hi Margo,

I am in the process of resurrecting an 8th grade Washington D.C. trip for our 8th graders in Hamilton-Wenham. I have met with Andrea Bachmann a few times and she has listed you as a reference. I was hoping you could answer a few questions:

1. How was the experience with Close Up overall? Did they deliver on what they had promised?
2. Any pitfalls to avoid?
3. Are you/would you use Closeup again?

4. What fundraising did you put into place to make the trip affordable for all?

If you would prefer to talk by phone feel free to give me a call at 978-468-0362. Thank you and I appreciate your time.

Craig

Craig Hovey

Principal

Miles River Middle School

Hamilton-Wenham Regional School District

Twitter - @principalthovey

Blog - milesrivermiddleschool.wordpress.com

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Dr. Margo Fraczek
Assistant Principal
Dedham Middle School



SAMPLE CLOSE UP WORKSHOPS:

1. Legislative Process Simulation: Capitol Hill Preparation

Content Framework: Constitutional Structure, Civic Activism

Central Question: How effective is the legislative process? How can people influence it?

Goal: Students will simulate key elements of the legislative process and prepare for effective meetings with Congressional members and staff

Objectives: *Students will be able to:*

- Identify key steps in the legislative process
- Explain the role of committees in shaping legislation
- Describe roles of key players in the legislative process (committee chairs, lobbyists, etc.)
- Take and defend positions on issues typically taken up in Congress
- Describe and evaluate opportunities for citizen influence over legislation
- Prepare appropriate questions and comments for meetings with Congressional delegation

2. Jefferson Memorial Study Visit

Content Framework(s): Constitutional Structure, the Bill of Rights, and Public Advocacy

Central Question: What is the legitimate role, size, and scope of government in a democracy? What level of government (state or federal) is best suited to carry out the will of the people, protect their rights, serve their interests, and fulfill the requirements of democracy?

Goal: Students will examine the history and evolution of core American beliefs regarding the proper role of government in a democracy.

3. The Art of War: Memorial Art and the Shaping of Public Memory

Content Framework: United States in the Global Community

Central Questions: What are the purposes for which war memorials are created?
How do war memorials express and shape public memory of wars?
To what extent, if any, and in what way, are public attitudes toward past, current, and future war policies shaped by war memorials?

Goal: Students will investigate messages and sentiments suggested by images, text, and architectural features of major war memorials.

Activity:

- Collect examples of images, quotes, and architectural features at each site
- Compare and contrast imagery of the memorials and discuss how historical contexts may explain differences in emphasis, tone, and messages
- Analyze the relationship between war memorials, our historical recollections of wars, and our policies regarding international conflict and war



4. WWII, Korea & Vietnam Study Visit Times of Crisis

Content Framework: Citizenship: What are the rights and responsibilities of citizens in a time of crisis?

Goal: Explore rights and responsibilities of citizens in wartime

Objectives: Students will be able to:

- Identify the actions taken by citizens on the home front to help with the war effort during World War II
- Evaluate which actions they think are most important
- Explore whether they would be willing to pay various costs for the freedom of people in other countries
- Debate whether citizens should protest during wartime
- Debate whether citizens have responsibilities to help with a war if they don't agree that we should be involved in that war

7. Rights Auction

Content Framework: Civil Liberties and Civil Rights in a Democracy

Central Questions: What rights and liberties are fundamental to democracy?
What rights and liberties are fundamental to humanity?
Are some rights universal?
Who is responsible to protect or guarantee these rights?

Goal: Students will examine the U.S. Bill of Rights and United Nations Universal Declaration of Human Rights

Objectives: Students will be able to:

- Identify rights in the Bill of Rights
- Identify rights in the UNUDHR
- Analyze the importance of rights in light of humanitarian and democratic values
- Take and defend a position on the universality of rights and the obligations of government to protect those rights

8. Taking Close Up Home

Goal: Students will reflect on their Close Up experience and their growth as citizens and will prepare themselves for lifelong engagement.

Objectives: Students will be able to:

- Assess their efficacy during Capitol Hill day
- Compose a letter to a policymaker or for publication in the media regarding their views on a public policy issue
- Establish goals for the continuation of their own growth as players in the democratic process that shapes their lives
- Identify opportunities and ways to remain politically engaged and increase their efficacy when they go home

CLOSE UP WASHINGTON

EDUCATIONAL PROGRAMS IN WASHINGTON, DC

Close Up is a nonprofit, non-partisan organization that educates and inspires young people to become informed and engaged citizens. For more than 40 years, Close Up has partnered with schools across the country to design challenging and hands on civic, history, and government based educational programs in Washington, DC.

The Close Up, DC programs complement classroom learning, develop critical thinking skills, and provide students with practical opportunities to connect their studies to present-day events. Using a curriculum and schedule specifically designed for each school, Close Up's teaching fellows work in small groups with faculty and students to relate each site, speaker, and institution to a critical question and historical theme.

Through role playing, collaborative group work, debates and discussions, students analyze historical events, think critically about the experiences of people who make up our diverse nation, and grapple with the complexities of past and current events.

To provide participants with a dynamic and nuanced perspective on the people, places, and institutions that make DC so unique, we partner with over 100 organizations, including: U.S. Congress, C-Span, First Amendment Center, Embassies of Washington, Department of Education, U.S. Federal Courts, U.S. Holocaust Memorial Museum and National Indian Education Association.

Our customized, educational programs often focus on one of the following topics:

- **Foundations of American History:** Why did Americans create a government in which citizens are so important and what can we learn from history to help us become more effective citizens today?
- **Civil Rights and Struggling Voices:** How have various groups played a role in shaping the American experience and promoting freedom, equality and justice for all citizens?
- **American Identity:** How do the system of checks and balances in our government reflect our nation's seemingly conflicting embrace of civil disobedience, individual activism, and commitment to the rule of law?
- **American Government and Current Issues:** How can our understanding of the government help us, as citizens, to take an active and effective role in shaping the politics and policies that fundamentally affect our lives?
- **United States in the Global Community:** How can examining foreign policy crises and decisions help us to understand the traditional role of the U.S. in the global community and the factors that shape U.S. foreign policy?

By taking an in-depth look at democracy in action, we hope that students return to the classroom with a greater understanding of our nation's history and its relation to contemporary issues; a heightened capacity for critical thinking about political institutions and public policy; and a recognition of themselves as an active and effective agent for civic improvement and social progress.

Our programs include:

- All program logistics and planning;
- Top notch instruction from trained educators;
- Custom designed curriculum and program schedule;
- 24/7 supervision and instruction;
- Roundtrip transportation from your school (Optional)
- Night monitors on every hotel hallway;
- Educational materials;
- 3 meals-a-day;
- Meetings on Capitol Hill with Washington insiders;
- All transportation around the city
- Liability insurance; and
- Medical Access to Georgetown Pediatric Center.



Sample Program Overview: Connecting to History

Program Objectives: The Close Up Connecting to History Program is designed to enhance the partner school's Language Arts and Social Studies curricula through direct interaction with Washington, D.C.'s historical monuments, museums, and government sites. Site visits and program components support a final project focused on how people connect to historical events through art, writing, and memorials. By exploring this connection, students form an understanding of their own ability to analyze and influence current policy issues.

Critical Questions:

- How can our understanding of the people and events that have shaped American history help us to understand how to be a responsible and effective citizen today?
- How do memorials, monuments, and museum shape the way the public views the event/person memorialized? How does each memorial reflect the time during which it was constructed?

Supporting Sites, Activities & Lessons

- **Three Faces of Democracy:** Students consider the events and policies that have shaped American citizens' established rights and responsibilities.
 - Jefferson Memorial: Examine the framework the Founding Founders created for the protection of individual rights.
 - FDR Memorial: Discuss the New Deal and extent to which citizens should expect help and protection from the government.
 - Martin Luther King, Jr. Memorial: Examine the civil right's movement and reflect on the citizen's role in shaping policy.
- **Capitol Hill Series:** Two major components provide students with an in-depth understanding of Congress and the legislative process.
 - **Mock Congress:** Students engage in a preparatory activity looking at mock legislative bills on current policy controversies and issues. Students assume various roles in the legislative process as they simulate a session of the House of Representatives. Following the simulation, students prepare questions for their meetings on Capitol Hill.
 - **Capitol Hill Visit:** During a tour and walking workshop of Capitol Hill, students engage with elected officials and congressional staff. Students have an opportunity to examine and critique the workings of Congress and the actions of their own representatives. Students also visit the Supreme Court and Library of Congress.
- **Memorializing War:** During visits to Arlington Cemetery and the World War II, Korean War, Vietnam Veterans, and Lincoln Memorials, students discuss and debate the role of sites in shaping the way the nation thinks about war.
 - Are memorials somber places that evoke deep reflections about the costs of war or do they celebrate war and encourage future military engagements?
 - What do the Memorials and Arlington Cemetery say about those who served & sacrificed?
- **Holocaust Memorial Museum:** Students visit the permanent exhibit at the Holocaust Museum and reflect on the relevance and importance of actively and publicly remembering certain events.
Discussion: What are the responsibilities of citizens in the face of mass atrocities?



Sample Program Overview: Defining Justice

Program Objectives: The Close Up Defining Justice Program aims to help students develop a greater understanding of complex ideas such as equality, freedom, liberty and justice. Students will examine these principles both through the lens of U.S. domestic policy and the lens of American foreign policy. Students will examine groups that have been excluded or marginalized in U.S. society and policymaking to see how those groups struggled to be included, and to alter accepted definitions of justice and equality.

Critical Questions:

- What is justice?
- How have marginalized groups gained recognition and equality (even if not fully)?
- How do justice and fairness differ?
- Is America a "just nation"?

Supporting Sites, Activities & Lessons:

- **Relationship between Freedom & Equality**

Students will be introduced to a set of principles that exist in tension with each other in the United States, particularly freedom and equality. Students will consider how those principles support each other and also how they compete.

- At the Jefferson and Roosevelt Memorials, students will compare arguments made to support both policies that advance liberty and those that advance equality.
- During visits to the African American Civil War Memorial and Museum, the Sewall Belmont House and the Martin Luther King, Jr. Memorial, students will learn about the experiences of groups excluded from both American liberty and American equality. They will examine and discuss those groups' attempts to gain recognition.
- Evening: Students will reflect on the day as a whole to consider what "justice" means and what it demands.

- **American Failures of Justice**

Students will consider two examples of obvious failures of justice: the internment of Japanese Americans during World War II and the Holocaust. Students will consider what remembrance and recognition of wrongdoing require of future generations to ameliorate past injustices.

- Memorial to Japanese-American Patriotism in WWII
- United States Holocaust Memorial Museum

- **America & The World: Actions and Reactions**

Students will apply their understanding of justice to America's actions on the world stage.

- War Memorials: Students will be introduced Just War Theory in order to apply it to America's involvement in major wars of the 20th century.
- Seminar: During a seminar with peace activist and scholar Coleman McCarthy, students will consider whether such a thing as a "just war" exists.
- Arlington National Cemetery: Students will consider how we recognize and honor those who served, and how that recognition may influence future generations' attitudes regarding war and the military.

ABOUT CLOSE UP

Close Up is a non-profit, non-partisan organization that educates and inspires young people to become informed and engaged citizens. For more than 40 years, Close Up has partnered with schools across the country to design challenging and hands-on civic, history, and government based educational programs in Washington, D.C.

PROGRAMS INCLUDE:

- All program logistics and planning;
- Top notch instruction from trained educators;
- Custom designed curriculum and program schedule;
- 24/7 supervision and instruction;
- 3 meals-a-day;
- Meetings on Capitol Hill with Washington insiders;
- Roundtrip transportation from your school and around the city;
- Night monitors on every hotel hallway;
- Liability insurance; and
- Medical Access to Georgetown Pediatric Center.

Four Day Sample: How can our understanding of history and government help us, as citizens, to take an active role in our communities?

DAY 1



Arrive in Washington, DC

Lunch, Orientation, and Introductory Workshop

Three Faces of Democracy Study Visit – Examine and debate the proper size and role of government:

Jefferson Memorial: Discuss founding era ideas about the role of the government

FDR Memorial: Examine the New Deal and government responsibility

MLK Memorial: Discuss civil rights and the citizen's role in shaping policy

White House: Photo-Op

Dinner

Domestic Issues Debate: Debate with policymakers that represent both a liberal and conservative perspective

DAY 2

War Memorials: What do the WWII, Lincoln, Vietnam, and Korean Memorials say about those who served and sacrificed?

Museum Visit and Lunch: Choose one of the Smithsonian Museums to explore
(Options include *Air and Space*, *American History*, *American Indian*, *Natural History*, *National Gallery*, *Portrait Gallery*)

National Archives: Explore our nation's history through documents, photos and records



National Politics Seminar: Hear from a lobbyist, journalist, or policymaker

Dinner

Mock Congress: Participate in an in-depth simulation of the legislative process

Capitol Hill Preparation: Develop questions for meetings on Capitol Hill

DAY 3



Capitol Hill Day:

- Meet with your members of Congress or their staffs
- Take a Capitol Tour
- Explore the U.S. Capitol Hill Visitor Center & Museum
- Lunch at the House Cafeteria
- Visit the Supreme Court or Library of Congress

Newseum: Explore the role of the media in shaping history
OR

Holocaust Memorial Museum: Visit America's national institution for the documentation, study, and interpretation of Holocaust history.

Dinner

Night Monument Tour: See D.C.'s famous monuments at night including the Washington Monument
OR

Theater: Attend a performance at the Kennedy Center

DAY 4

Community Action Onsite: Visit an advocacy organization and discuss the nation's commitment to meeting citizens' basic needs

African American Civil War Memorial & Museum: Discuss how citizen action has influenced U.S. policies regarding slavery, women's rights, and minority rights

Lunch



Arlington National Cemetery: Visit our nation's most hallowed ground and witness the Changing of the Guard

Citizenship-Sendoff: Reflect on the program and develop an agenda for continued engagement in policy issues

Depart for home

Program Overview:

Examine the various roles the United States plays internationally: Should the U.S. play an expansive or limited role abroad? Is it most important to prioritize security, economic or ideological interests? What tools of foreign policy are most appropriate to achieve such goals? Through memorial visits and interactions with experts at embassies, the State Department, on Capitol Hill and at the US Holocaust Memorial Museum, students will develop a historical perspective on the role of the United States internationally.

Sample Schedule

DAY 1		DAY 2		DAY 3	
11:30	Opening Workshop - US in the Global Community: What are the various roles the United States plays abroad? What is the ideal involvement of the US government in global affairs?	9:30	U.S. Navy Memorial & Victims of Communism Memorial: Examine the role the US has played since the Spanish American War in the context of American Exceptionalism and counter-narratives of neo-colonialism.	9:30	State Department: Participate in a simulation with a foreign service officer – and learn about the challenges the president and State Department face implementing U.S. policy abroad.
1:45	War Memorials (World War II, Korean War, Vietnam Veterans, and Lincoln): Does just war theory provide a useful framework for considering military engagement?	11:00	Embassy: Visit an embassy and ask questions of a foreign official.	1:00	Holocaust Memorial Museum: Consider the United States' role in preventing human rights abuses abroad and the international legal framework that developed post WWII.
4:00	White House: Examine the constitutional role of the Commander in Chief.	12:15	Capitol Hill Series: Consider the influence of the legislative branch on foreign policy decisions. <ul style="list-style-type: none">• Meet with members of Congress or their staffs or relevant Committee Members• Lunch on the hill• Guided tour of Capitol Building• Visit Library of Congress & Supreme Court	3:30	Reflection: Have your views on the role of the United States in the global community shifted during the course of the program? Identify avenues for further research, action, and engagement in foreign policy.
5:30	Georgetown Visit & Dinner: Explore DC's oldest neighborhood and eat at a local restaurant.			4:00	Depart for Home
7:00	U.S. Marine Corps Memorial (Iwo Jima): Consider whether the way the nation memorializes war shapes the way people think about future military conflict.	5:00	Pentagon Memorial: Consider the proper balance between security and liberty at the 9/11 Memorial.		
8:15	Current Issues Workshop: In preparation for Capitol Hill, examine recent legislation on global conflicts. Topics will include foreign aid priorities, trade agreements and military engagement.	8:00	Foreign Policy Workshop*: Decide which tools are most appropriate in tackling a variety of real-world foreign policy scenarios.		
9:45	Student Lounge	9:45	Student Lounge		
11:00	Room Check	11:00	Room Check		

*Tools of Foreign Policy Workshop Description:

Students will learn about the multiple tools available to nations as they craft their foreign policy. In addition to traditional tools of diplomacy and war, students will examine the use of scientific and cultural exchanges, trade agreements and economic cooperation and student exchange programs. Finally, students will match tools to a set of scenarios to determine their best application.





Designing Your Close Up Program

Name: _____ School: _____

Email: _____ Ideal Grade Level for Program: _____

1. What humanities course(s) do students take at this grade level? Is there a particular theme or critical question that frames the overall course?

2. What other objectives or initiatives are a priority for the class, or for the school as a whole? (e.g. a class-wide project or tradition, service learning, cross-curricular integration, specific methodological models, etc.)

3. If you already offer a DC trip:
 - Is there a particular goal or objective behind it? (e.g. academic, class-bonding, etc.)

 - Do you build a project around that trip? If so, what?

 - What kind of preparation work do students do beforehand?

4. Close Up's teaching model involves dividing students into small workshop groups and assigning a Close Up instructor to each one. In conjunction with this model, what kind of role would you like your teachers to play on your program?

5. Take home: What is your objective for this program? What outcomes are you looking for?

6. Additional comments, questions, requests:

CLOSE UP COMMON CORE STATE SOCIAL STUDIES STANDARDS - MIDDLE SCHOOL

8th GRADE – SPEAKING AND LISTENING

Standard	Explanation of Standard	Close Up Program's Correlation to Standard
<i>Comprehension and Collaboration</i>	Engage in a range of collaborative discussions with diverse partners on grade topics, texts & issues, building on others' ideas and expressing their own. a. Come to discussions prepared, having read or researched study material; draw on preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions connecting the ideas of several speakers and respond to others' questions & comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own.	During every component of the Close Up program students will engage in collaborative discussion. These discussions will be one-on-one, in groups, and program instructor led. In each case the discussions allow for collaborative learning. Students will interact with a variety of their peers to hear diverse opinions. Students will also take on the role of facilitators, leading their groups to meaningful conversation. Students will need to be prepared for conversations and also follow rules that are established in the opening workshop. One of the most important elements on program is students debating different issues. When debating, students will be able to express their own opinions, but will also be expected to ask questions, learn more about the issue being debated, and evaluate their own views. One example of this on program will be students visit the World War II Memorial. Students will debate on the rights and responsibilities of citizens in a time of crisis. Students will first learn about contextual background information and have the ability to ask questions. They will then debate each other, and when warranted will modify their own opinions.
1.		

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CLOSE UP COMMON CORE STATE SOCIAL STUDIES STANDARDS - MIDDLE SCHOOL

8th GRADE – SPEAKING AND LISTENING

Standard	Explanation of Standard	Close Up Program's Correlation to Standard
<i>Comprehension and Collaboration</i>		
2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	At the memorials in Washington, D.C. students will analyze a main idea & how it is supported. They will critically examine what ideas are being presented in the memorials & why these ideas would have been chosen. For example, at the Vietnam Veterans Memorial students will learn about the historical background leading up to the Vietnam War & then explore the memorial. While exploring they will analyze the memorial while considering the effect of Cold War foreign policy at home. They will also consider the motives behind the presentation of the Vietnam Wall (the memorial's central aspect) and the two other sculptural pieces that were added later.
<i>Presentation of Knowledge and Ideas</i>		
4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	In preparation for the model Congress students will participate in a Capitol Hill walking workshop. There they will visit the Supreme Court, the Library of Congress, and the Capitol building. At the Capitol they will observe one of the houses of Congress. During this workshop they will learn about the roles and responsibilities of the three branches of government. At night they will then take on the role of a House of Representative member and debate and research current bills before the House. Students will simulate both committee work and a whole floor debate. In order to be successful in debate students must present their own opinions and their findings throughout the week. In order to be persuasive with their peers they must use pertinent facts and details, while also using appropriate eye contact, adequate volume, and clear pronunciation.

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CLOSE UP COMMON CORE STATE SOCIAL STUDIES STANDARDS - MIDDLE SCHOOL

READING STANDARDS FOR LITERACY IN HISTORY 6-12

Close Up Program's Correlation to Standard	
Standard	Explanation of Standard
<i>Key Ideas and Details</i>	
1.	Cite specific textual evidence to support analysis of primary and secondary sources.
2.	Determine the central ideas or information of primary or secondary sources; provide a summary of the source distinct from prior knowledge.
<i>Key Ideas and Details</i>	
3.	Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered).

Throughout the week students will encounter and use both primary & secondary sources to formulate their own opinions and then discuss & debate them with their peers. For example, at the Martin Luther King, Jr. Memorial students will explore the memorial to find quotes taken directly from the speeches and documents of Martin Luther King, Jr. They will read articles that were written about MLK and the Civil Rights Movement. They will then use both of these sources to debate about the ways that citizens can directly impact the government.

During the week students will visit Smithsonian Museums, where they will examine many primary & secondary objects and texts. Students will also determine the central idea of exhibits and the museum as a whole. For example, at the National Air & Space Museum they will explore exhibits on how aircraft are important to war and on the main innovations in aviation.

Students will visit Arlington National Cemetery where they will consider the cost of defending American freedom at home and abroad, and how we remember the sacrifices of those who have paid the highest cost. Students will visit the Tomb of the Unknown Soldier, the gravesite of President John F. Kennedy, and memorials to the astronauts killed on the Challenger and Columbia. Here they will identify how different sacrifices are honored and remembered.

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CLOSE UP COMMON CORE STATE SOCIAL STUDIES STANDARDS - MIDDLE SCHOOL

READING STANDARDS FOR LITERACY IN HISTORY 6-12

Standard	Explanation of Standard	Close Up Program's Correlation to Standard
<i>Craft and Structure</i>		
4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	During the opening workshop students will be introduced to the purpose of Close Up and begin to understand what it means to be an effective citizen. Students will discuss & describe these principles of democratic government: citizens have the power to choose the government, government powers are limited, and rights of citizens are guaranteed. Students will be asked to determine the meaning of these phrases, and how they relate to the U.S. government. Next students will analyze the "Great Essentials of Society and Government" that were laid out by John Adams. These activities will help students to explore the government of the United States, and help to prepare them for exploring what it means to be an effective & active citizen. At the conclusion of the week students will return to these ideas, set goals for themselves going home, and identify how they can be lifelong participants in the U.S. political system.
5.	Describe how a text presents information (e.g. sequentially, comparatively, casually).	During a visit to the Korean War Memorial students will be asked to identify how the information is presented. Students will analyze three distinct parts of the memorial, the life size sculptures representing the men who served, the wall reflecting the support services, and the tallies of the casualties from both the United States and UN coalition member countries. Students will also debate on the responsibility of Americans to help those fighting for freedom in places outside the United States.

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READING STANDARDS FOR LITERACY IN HISTORY 6-12

Standard	Explanation of Standard	Close Up Program's Correlation to Standard
<i>Craft and Structure</i>		
6.	Identify aspects of a text that reveal an authors point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).	<p>At the National Archives students will be able to view the Declaration of Independence, the Constitution, and the Bill of Rights. Through the examination of these documents, and activities throughout the week, students will gain a deeper understanding of the Founding Fathers purpose in not only creating those documents, but also in the formation of the United States government.</p> <p>If students travel to Philadelphia or Jamestown and Williamsburg they will also consider the point of view of the founding generation. They will analyze the historical context which led to the creation of America as a free and independent nation.¹</p>
<i>Integration of Knowledge and Ideas</i>		
9.	Analyze the relationship between a primary and secondary source on the same topic.	<p>Two of the memorials that students visit are the Thomas Jefferson and Franklin Delano Roosevelt Memorials. At these sites students will examine both primary and secondary sources on the same topic. At both of these memorials students will discuss what the rights and responsibilities of citizens are. Primary sources that will be examined include the Bill of Rights, quotes from both Jefferson and Franklin, and photographs. Students will also read secondary sources which examine the presidencies of both men. At both sites students will debate on which rights and responsibilities are guaranteed to citizens in the founding documents, and when the government should step in to help during extraordinary times.</p>

¹ Philadelphia, Jamestown and Williamsburg, and Gettysburg are all travel options can be added to our Middle School Core programs.

7th GRADE – SPEAKING AND LISTENING

Standard	Explanation of Standard	Close Up Program's Correlation to Standard
<i>Comprehension and Collaboration</i>		
1.	<p>Engage in a range of collaborative discussions with diverse partners on grade topics, texts & issues, building on others' ideas & expressing their own.</p> <p>a. Come to discussions prepared; having read or researched study material, draw on preparation by referring evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward goals & deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>During every component of the Close Up program students will engage in collaborative discussion. These discussions will be one-on-one, in groups, and program instructor led. In each case the discussion allow for collaborative learning. Students will interact with a variety of their peers to hear diverse opinions. Students will also take on the role of facilitators, leading their groups to meaningful conversation. Students will need to be prepared for conversations and also follow rules that are established in the opening workshop.</p> <p>One of the most important elements on program is students debating different issues. When debating, students will be able to express their own opinions, but will also be expected to ask questions, learn more about the issue being debated, and evaluate their own views.</p> <p>One example of this on program will be when students visit the World War II Memorial. Students will debate on the rights and responsibilities of citizens in a time of crisis. Students will first learn about contextual background information and have the ability to ask questions. They will then debate each other, and when warranted will modify their own opinions.</p>
2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	When visiting the memorials in Washington, D.C. students will analyze the main idea, and how that is supported. Students will critically examine what ideas are being presented in the memorials, and why these ideas would have been chosen. For example, at the Vietnam Veterans Memorial students will first learn about the historical background leading up to the Vietnam War and then will explore the memorial. While exploring the memorial they will analyze the memorial while considering the effect of Cold War foreign policy at home.

7th GRADE – SPEAKING AND LISTENING

Standard	Explanation of Standard	Close Up Program's Correlation to Standard
<i>Presentation of Knowledge and Ideas</i>		
4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<p>In preparation for the model Congress students will participate in a Capitol Hill walking workshop. There they will visit the Supreme Court, the Library of Congress, and the Capitol building. At the Capitol they will observe one of the houses of Congress. During this workshop they will learn about the roles and responsibilities of the three branches of government.</p> <p>At night they will take on the role of a House of Representative member and debate & research current bills before the House. Students will simulate both committee work and a floor debate. In order to be successful in debate students must present their own opinions & findings through the week. In order to be persuasive with their peers they must use pertinent facts and details, while also using appropriate eye contact, adequate volume, and clear pronunciation.</p>

EXHIBIT J

From: Craig Genauldo <C.Genualdo@hwschools.net>

Date: Wednesday, September 23, 2015 at 9:12 AM

To: Craig Hovey <c.hovey@hwschools.net>, Mike Harvey <m.harvey@hwschools.net>, Eric Tracy <e.tracy@hwschools.net>

Subject: Middle School Waiver (8th Grade) for Girl's Ice Hockey at Marblehead High School

Good Morning,

This year, HWRHS is teaming up with Marblehead High School to form a Girl's Ice Hockey co-op program. Previously, we had a co-op with Masconomet but for a variety reasons I am happy to discuss at another time, Marblehead was a much better fit for the girls in our school. Marblehead is the host and Swampscott is also a guest with the team.

Girl's Hockey is an interesting scenario because participation numbers are consistently low. However, because of Title IX, we are obligated to match what we offer for Girls' teams with what we do for Boys' teams. Since the option is there at Marblehead, and both they and Swampscott are applying for the 8th Grade Waiver, and because we offer an 8th Grade Waiver for our Boy's Hockey program, its my take that we are obligated to offer our 8th Grade Girls a chance to participate at Marblehead.

The request gets submitted electronically by me but includes your names and email addresses as having approved. I am not sure we have a choice but to agree to it but I am seeking your approval none-the-less.

Dr. Harvey - Assuming the folks on this email are in support, could you forward this to the school committee chair for their e-mail approval as well? His / Her name and email needs to be on the online form as well. I would need their name and email to submit the form as well.

Thanks so much.

Craig



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

HWRSD Improvement Priorities for 2015-2016

1. Develop PK-12 curriculum documents that clearly define for all stakeholders what students will need to know and be able to do in order to be successful in the HWRSD.
 - a. Develop a set of PK-12 Transfer Goals for each academic discipline according to the *Schooling by Design* Model. (Task 1)
 - b. Develop a set of PK-12 Overarching Understandings and Overarching Essential Questions for each curricular area. (Task 2)
 - c. Use developed PK-12 Transfer Goals, Overarching Understandings and Essential Questions to develop cross-curricular PK-12 Transfer Goals and Overarching Understandings and Essential Questions. (Task 3)
 - d. Develop “cornerstone tasks” for each grade level that are mapped to measuring student progress towards achieving the Transfer Goals and Essential Questions. (For SY2016-2017)
2. Implement a schedule at Miles River Middle School that utilizes time to support the needs of all middle school aged learners and at Hamilton-Wenham Regional High School that maximizes opportunities for teachers to collaborate to improve curriculum instruction and assessment.
3. Organize to develop a road map for educational program development in the HWRSD based on the options presented in the HWRSD in the Master Plan Document and further refined through the development of Long Term Transfer Goals.
4. Develop a 5 Year Capital Plan to address the HWRSD’s current facilities needs and to provide facilities that best support our future model.

District-Wide Curriculum FAQs

September 18, 2015

The following questions are either from discussions across the district, and/or questions that commonly arise when engaging deeply with Understanding by Design[®] as a framework, a thinking and planning process for district-wide curriculum design. Here are some explanations, along with information about related districtwide plans. If you have other questions, let us know and we'll get back to you with responses and/or we would be glad to discuss further.

1. What is curriculum?^A

Standards specify established learning goals. Standards are not curriculum; they provide the framework upon which curricula are developed. Standards are like the building code (for a house); architects and builders must attend to them, but they are not the *purpose* of the design. The house is designed to meet the client's needs in a functional and pleasing manner, while also meeting the building code.¹

Curriculum, aligned to established standards, provides a guaranteed set of desired results (as specified in Stage 1 of the *Understanding by Design*[®] framework) – a mix of knowledge, skills, conceptual understandings, transfer abilities, and habits of mind.¹ Curriculum needs to specify clearly the appropriate balance between breadth and depth of coverage in terms of student learning outcomes. Curriculum for Understanding[®] provides ample opportunity for students to apply their knowledge in a variety of contexts and conditions. This helps them transfer their learning to new situations and better prepares them for future learning.²

2. What is *Understanding by Design*[®]?^B

The *Understanding by Design*[®] (*UbD*[®]) framework offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: (1) focus on teaching and assessing for understanding and transfer of learning, and (2) design “backward” from those ends. In Stage 1, we consider our goals, examine established content standards, and review curriculum expectations. In Stage 2, we consider the assessment evidence needed to document and validate that the targeted learning has been achieved. Stage 3 plans the most appropriate lessons and learning activities to address the goals identified in Stage 1.³

The *UbD*[®] framework is based on eight principles:³

- UbD is a way of thinking purposefully about curricular planning and school reform, with a 3-stage design process (Desired Results, Evidence, Learning Plan); it is not prescriptive.
- UbD's primary goal is understanding: make meaning of “big ideas” and transfer learning.
- UbD “unpacks” standards into relevant Stage 1 elements and Stage 2 assessments.
- Understanding is revealed when students autonomously transfer their learning through authentic performance. Indicators are the 6 *Facets of Understanding* – the capacity to

- explain, interpret, apply, shift perspective, empathize, and self-assess.
- Teachers are coaches of understanding, not merely purveyors of knowledge or activities. They support student meaning-making and transfer, and adjust to achieve desired results.
- Planning is best done “backward” from desired results; the 3 stages must align.
- Regular curriculum review against design standards enhance quality and effectiveness.
- UbD reflects continuous improvement; the results of curriculum design – student performance – inform needed adjustments.³

3. What are Transfer Goals and how do they fit in?^c

The bottom-line goal of education is transfer. The point of school is not to simply excel in each class, but to be able to use one’s learning in other settings. Learning priorities are established by long-term performance goals—what it is we want students, in the end, to be able to do with what they have learned. Accordingly, Stage 1 focuses on “transfer of learning.” Essential questions in Stage 1 are used to engage learners in thoughtful “meaning making” to help them develop and deepen their understanding of important ideas and processes that support such transfer.³

Transfer Goals are long-term, performance-based, apply to new situations autonomously (on their own), and call for using habits of mind (i.e., good judgment, self-regulation, persistence, and understanding/knowledge/skill).^c Transfer Goals should reinforce connections to 21st Century skills and the school district core beliefs and mission/vision.

4. Why are we building a district-wide curriculum?

Some ideas are clearly bigger than others, that is, conceptually more general, with greater transferability and impact. Ideas with that great a reach should anchor courses and programs. No single unit could possibly do justice to the most complex ideas. The same process, and key elements in the UbD template (i.e., transfer goals, understandings, essential questions, performance tasks), frames larger-scale courses and grade-level curriculum. By agreeing on core ideas and assessment tasks, these overarching elements serve as a blueprint for all units and the connections between them.⁴ The term “overarching” conveys the idea that these transfer goals, understandings, and essential questions are expected to be addressed across grades with application to a variety of topics, problems, texts, and contexts.¹

In the HWRSD, building a curriculum that spirals around big ideas, essential questions, and core assessments will provide coherence, common expectations vertically across grades and content areas, and reinforce connections to our core beliefs and mission. The evaluation process and goals also make strong connections to our curriculum work, and this process supports collaborative professional dialogue about learning expectations and outcomes for all students.

5. How, and when, will we create this district-wide curriculum?

The creation of a district-wide curriculum will be a multi-year process that will involve all faculty members. We begin with Stage 1 of the UbD process, or the development of long-term Transfer Goals, Overarching Understandings, and Essential Questions for each content area. During fall 2015, nine “Task-Force Teams” of teachers and administrators will develop **draft** Transfer Goals for the areas listed below. These draft documents will be reviewed and revised by the entire faculty during our November 2nd Workshop Day and finalized by January 2016.

- English/Language Arts
- Fine Arts
- Guidance and School Counseling

- Integrated Media
- History and Social Science
- Mathematics
- Science, Technology and Engineering
- Wellness, Physical Education and Family/Consumer Science
- World Languages

6. What comes next, after Transfer Goals?

The second and third categories are overarching Understandings and Essential Questions. Understandings state what skilled performers will need in order to effectively transfer their learning to new situations. Essential Questions engage learners in making meaning and deepening their understandings. The fourth category, Cornerstone (Performance) Tasks, are intended to engage students in applying their knowledge and skills in an authentic and relevant context. Like a cornerstone anchors a building, these tasks recur across grades to anchor the curriculum around the most important performances we want learners to do on their own.¹

In the HWRSD, during the second-half of this school year, the Task Force teams will develop **drafts** of Overarching Essential Questions and Overarching Understandings for their specific curricular areas. These drafts will be reviewed and revised at our March Workshop Day, with a final completion date scheduled for June 2016. Our work during 2016-2017 will be “Stage 2” of the UbD process, which focuses on determining the appropriate assessment evidence needed to document success and achieve the Stage 1 Desired Results.

7. Transfer Goals are long-term, so what about younger students who can’t perform them yet?

The goal of transfer (Stage 1) requires an instructional plan (Stage 3) that helps students become increasingly autonomous. Assessments (Stage 2) need to determine the degree of autonomy.^C In the HWRSD, we will develop Transfer Goals with the intent of full demonstration in 12th grade and beyond. Afterward, we will design units that specify what the building blocks and evidence of learning *at each grade* should look like in order to achieve those long-term goals.

8. How many Transfer Goals should we develop?

We will develop one set of K-12 Transfer Goals for each content/program area. The number will vary for each content/program area. A useful set typically ranges from 3-7 Transfer Goals.

9. What will happen to all the work we’ve done in prior years and last summer?

Curriculum development is a dynamic process that requires us to constantly evaluate and revise in order to achieve our desired student learning outcomes. The curriculum documents we have developed in the last few years have been invaluable in getting us to a better understanding of the Massachusetts Curriculum Frameworks, and what is expected of students at each grade level.

Our development of the District-Wide Curriculum (Long Term Transfer Goals, Overarching Understandings, and Overarching Essential Questions) is a great opportunity for us to “check our work” and make sure we’re all working towards the same ends in grades PreK-12. Most of the curriculum documents we’ve already created will probably remain in place with some minor revisions. We may also find that some of the units and lessons we’ve developed are *not* aligned with our Overarching Goals and will need more extensive revision.

10. How does this district-wide curriculum work relate to my classroom and my students?

To design curriculum backward from the goal of autonomous transfer requires a deliberate and transparent plan for helping students rely less and less on teacher scaffolds. Transfer is about intelligently and effectively drawing from your repertoire, independently, to handle new situations on your own. If a curriculum simply marches through lists of content knowledge and skills without cultivating independent performance, graduates will be unprepared for the demands of college and the workplace. Accordingly, we would see an increase in problem- and project-based learning, small group inquiries, and independent studies as learners progress through the curriculum across the grades.¹

In the HWRSD, carefully articulating our shared long-term goals will help us work smarter, collaboratively, and backwards, to ensure that instruction and assessments at each grade level are progressing and preparing students toward those goals.

11. Why did we focus on UbD during Opening Day (Sept. 1) of this school year (2015-16)?

The purpose of focusing on UbD on Opening Day was to give us all a shared experience with *Understanding by Design*[®] from which to draw on in our future work. While many of us in the HWRSD have had some exposure to the ideas and processes that make up *Understanding by Design*[®], there are just as many of us who have not. We will continue to learn more about each of the three stages of the UbD framework as we progress in our curriculum work.

12. Does everything we teach need to be taught for deep “understanding” and “transfer”?

Aren’t there just some facts you simply need to memorize and some basic skills you can learn only by drill and practice?

Although there are certainly basics that must be mastered, it does not follow that rote learning is the only or best means of achieving these ends. Think of the unfortunate way many students (maybe even you) learned math facts (e.g., cross-multiplying fractions or using the quadratic formula) without understanding why a particular procedure works, why it matters, and when you would ever use it in the real world. In other words, even though you “knew” the fact, you didn’t necessarily understand its meaning or its applicability. So you didn’t know when to use it. This point is evident in Bloom’s taxonomy, where “synthesis” equals creative and flexible performance, not just the ability to recite someone else’s idea.⁵

This is why we need to distinguish rote or skill from transfer (performance) when we frame our goals in Stage 1. When we lose sight of the desired performance goals by reducing them to lists of discrete facts and skills, and teaching and testing each in isolation, many of our students cannot perform in or adapt knowledge and skill to unfamiliar situations (i.e., transfer). They can only recall and plug bits of learning into highly prompted, familiar-looking exercises.⁵

13. I have heard that the UbD[®] framework de-emphasizes the teaching of content knowledge and skill to focus on more general understanding. Is this your recommendation?

On the contrary, the UbD[®] framework specifies what students will know and be able to do (knowledge and skills) in Stage 1. However, we contend that content acquisition is a means, not an end. The UbD[®] framework promotes not only acquisition, but also the student’s ability to know why the knowledge and skills are important, and how to apply or transfer them in meaningful, professional, and socially important ways.³

14. Our state/national tests use primarily multiple-choice and brief, constructed response items that do not assess for deep understanding. How can we prepare students for these high-stakes standardized tests?

For many educators, instruction and assessing for understanding are viewed as incompatible with high-stakes accountability tests. This is based on a flawed assumption that the only way to raise test scores is to cover those things that are tested and practice the test format. By implication, there is no time for or need to engage in in-depth instruction that focuses on developing and deepening students' understanding of big ideas. Such an approach mistakes the measures for the goals—the equivalent of practicing for your annual physical exam to improve your health!³

This document was developed by Ronit Carter, Education Consultant, McTighe & Associates, and Mike Harvey, Superintendent, Hamilton-Wenham Regional School District. Explanations of UbD-related topics are quoted from a variety of publications written by Jay McTighe and Grant Wiggins, co-founders and authors of *Understanding by Design*®. Permission is granted to share within the district, provided that proper credit is attributed (see References below).

REFERENCES

1. Jay McTighe and Grant Wiggins (2012), "From Common Core Standards to Curriculum: Five Big Ideas." The New Hampshire Journal of Education.
2. Principles of Curriculum for Understanding® © 2015 Jay McTighe and Grant Wiggins
3. Jay McTighe and Grant Wiggins, "Improve Curriculum, Assessment, and Instruction Using the *Understanding by Design*® Framework." ASCD 2014.
4. Grant Wiggins and Jay McTighe. *Understanding by Design* (Second Edition). ASCD 2005.
5. Grant Wiggins and Jay McTighe. *The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units*. ASCD 2012.

HANDOUTS (See the following pages)

- A. *Principles of Curriculum for Understanding* (handout)
- B. *UbD in a Nutshell, Guiding Principles of Understanding by Design*® (handout)
- C. *Transfer Goals, Understanding-based Curriculum* (handout)

Principles of Curriculum for Understanding*

Students presented with vast amounts of content knowledge that is not organized into meaningful patterns are likely to forget what they have learned and to be unable to apply the knowledge to new problems or unfamiliar contexts (Haidar, 1997). Curriculum for understanding provides ample opportunity for students to apply their knowledge in a variety of contexts and conditions. This helps them transfer their learning to new situations and better prepares them for future learning (Bransford and Schwartz, 2000). Providing students with frequent opportunities to apply what they learn in multiple contexts requires a reallocation of instructional time. Allowing time for in-depth learning means decisions must be made about what knowledge is of most worth. For this reason, the curriculum needs to specify clearly the appropriate balance between breadth and depth of coverage in terms of student learning outcomes.

A mathematics or science curriculum for advanced study that promotes learning with understanding:

1. Structures the concepts, factual content, and procedures that constitute the knowledge base of the discipline around the organizing principles (big ideas) of the domain.
2. Links new knowledge to what is already known by presenting concepts in a conceptually and logically sequenced order that builds upon previous learning within and across grade levels.
3. Focuses on depth of understanding rather than breadth of content coverage by providing students with multiple opportunities to practice and demonstrate what they learn in a variety of contexts.
4. Includes structured learning activities that, in a real or simulated fashion, allow students to experience problem solving and inquiry in situations that are drawn from their personal experiences and real-world applications.
5. Develops students' abilities to make meaningful applications and generalization to new problems and contexts.
6. Incorporates language, procedures, and models of inquiry and truth verification that are consistent with the accepted practice of experts in the domain.
7. Emphasizes interdisciplinary connections and integration and helps students connect learning in school with the issues, problems, and experiences that figure prominently in their lives outside of the classroom.

*Source: Committee on Programs for Advanced Study of Mathematics and Science in American High Schools

UbD in a Nutshell

Guiding Principles of Understanding by Design

1. UbD is a way of thinking purposefully about curricular planning and school reform. It offers a 3-stage design process, a set of helpful design tools, and design standards - not a rigid program or prescriptive recipe.
2. The primary goal of UbD is student understanding: the ability to make meaning of “big ideas” and transfer learning.
3. UbD “unpacks” and transforms Content Standards into the relevant Stage 1 elements and appropriate assessments in Stage 2.
4. Understanding is revealed when students autonomously transfer their learning through authentic performance. Six facets of understanding - the capacity to *explain, interpret, apply, shift perspective, empathize, and self assess* - serve as indicators of understanding.
5. Teachers are coaches of understanding, not mere purveyors of content or activity. They design for and support “meaning making” and “transfer” by the learner; and adjust to achieve intended results.
6. Planning is best done “backward” from the desired results and the transfer tasks that embody the goals. The 3 Stages (Desired Results, Evidence, Learning Plan) must align for the unit to be most effective.
7. Regular reviews of curriculum against design standards enhance curricular quality and effectiveness.
8. UbD reflects a “continuous improvement” approach. The results of curriculum designs - student performance - informs needed adjustments.

Key Questions of Backward Design

Stage 1: Desired Results

- *What long-term transfer goals are sought?*
- *What meanings should students make in order to arrive at important understandings?*
- *What essential questions will students explore?*
- *What knowledge & skill will students acquire?*
- *What established goals/Standards are targeted?*

Stage 2: Evidence

- *What performances and products will reveal evidence of meaning-making and transfer?*
- *By what criteria will performance be assessed, in light of Stage 1 desired results?*
- *What additional evidence will be collected for all Stage 1 Desired Results?*

Stage 3: Learning Plan

- *What activities, experiences, and lessons will lead to achievement of the desired results and success at the assessments?*
- *How will the learning plan help students of Acquisition, Meaning Making, and Transfer?*
- *How will the unit be sequenced and differentiated to optimize achievement for all learners?*
- *Are all three stages properly aligned?*



TRANSFER GOALS

Definition

Transfer Goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school. There are a small number of overarching, long-term transfer goals in each subject area. For example, a long-term aim in mathematics is for students to be able to solve “real world” problems on their own. For example, a long-term transfer goal in history is for students to apply the lessons of history when considering contemporary issues.

In every case, the ability to transfer learning manifests itself in not just one setting but in varied situations. Transfer is about independent performance in context. You can only be said to have fully understood if you can apply your learning without someone telling you what to do and when to do it. In the real world, no teacher is there to direct and remind you about which lesson to plug in here or there. Transfer is about intelligently and effectively drawing from your repertoire, independently, to handle new contexts on your own. In the real world, no teacher is there to direct and remind you about which lesson to plug in here or there: transfer is about intelligently and effectively drawing from your repertoire, independently, to handle particular contexts on your own. The goal of transfer thus requires that an instructional plan (in Stage 3) help the student to become increasingly autonomous, and the assessments (in Stage 2) need to determine the degree of student autonomy.

Transfer goals have several distinguishing characteristics:

- They are long-term in nature; i.e., they develop and deepen over time.
- They are performance based; i.e., require application (not simply recall).
- The application occurs in new situations, not ones previously taught or encountered; i.e., the task cannot be accomplished as a result of rote learning.
- The transfer requires a thoughtful assessment of which prior learning applies here; i.e., some strategic thinking is required (not simply “plugging in” skill and facts).
- The learners must apply their learning autonomously on their own, without coaching or excessive hand-holding by a teacher).
- Transfer calls for the use of habits of mind; i.e., good judgment, self regulation, persistence along with academic understanding, knowledge and skill.

HWRSD Plan for Curriculum Development
October 1, 2015

Stage 1 -- Desired Results	
<p>Goals: What is our Vision for this reform? What do we want to accomplish as a result of this initiative?</p> <p>The goal is to create an integrated system of curriculum, instruction and assessment that teaches students the knowledge, skills and abilities they need to be successful in the future.</p>	
<p>Understandings: What understandings and attitudes do teachers, administrators, parents, policy-makers, students and others need for these goals to be met?</p> <ul style="list-style-type: none"> Curriculum should be measured in terms of outcomes (student learning), rather than inputs (coverage of material). The best curriculum is one that is developed through a dynamic process of reflection and discussion. Curriculum should be mapped “backwards” from desired performances. Curriculum should be based on developing the capacity for independent performance in new situations. High standards are reflected in the qualities of the outcomes. 	<p>Essential Questions: What essential questions about teaching, learning, results, and change should guide our improvement culture?</p> <ul style="list-style-type: none"> What knowledge, skills and abilities do students need to be successful in the future? What type of educational programs do we need to have to teach students these skills? What do we do for students who do not demonstrate mastery? How do we challenge those who demonstrate mastery early? What is assessment? How do we measure student mastery of the standards through assessing the curriculum?
<p>Knowledge: What knowledge will teachers, administrators, policymakers, parents, and students need for this vision to become a reality?</p> <ul style="list-style-type: none"> Understanding of UBD Process 	<p>Skills: What skills will teachers, administrators, policymakers, parents, and students need for this vision to become a reality?</p> <ul style="list-style-type: none"> Ability to develop formative and summative

<ul style="list-style-type: none"> • Understanding of transfer goals, overarching understandings, overarching essential questions, and cornerstone tasks. • Understanding of the standards. • Understanding of current educational research and practices. 	<p>assessments that measure progress towards mastering transfer goals.</p> <ul style="list-style-type: none"> • Ability to analyze student learning results and adjust instruction as necessary. • Ability to collaborate with school and community members.
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Stage 2 – Assessment Evidence	
<p>Direct Evidence: What will count as evidence of success?</p> <ul style="list-style-type: none"> • Student performance results on cornerstone tasks. <p>What are the key observable indicators of short- and long-term progress?</p> <p>Demonstrated Development of:</p> <ul style="list-style-type: none"> • Transfer goals • Overarching Understandings and Overarching Essential Questions • Cornerstone Tasks and Rubrics • Regular process to review student work and adjust curriculum and instruction as necessary is in place. 	<p>Indirect Evidence: What other data (e.g. achievement gaps, staff understandings, attitudes and practices; organizational capacity) should be collected?</p> <ul style="list-style-type: none"> • Student results on other measures of learning (standardized tests). • Student college acceptance rates. • Achievement Gap Data • Teacher walkthrough data. • Teacher evaluation data. • Budgets will reflect commitment to development of system and supporting findings of review of student learning results. • Surveys (TELL MASS, Student Feedback Surveys)

Stage 3 – Action Plan

What short- and long-term actions will we take to achieve our goals (in curriculum, assessment, instruction, professional development, policy, resource allocation, and job appraisal)?

1. Develop Content Area Transfer Goals for each academic discipline. (2015-2016)
2. Develop Overarching Understandings and Overarching Essential Questions for Each Discipline. (2015-2016)
3. Develop Cross-Curricular Transfer Goals for the District. (2015-2016)
4. Develop Cornerstone Tasks to assess transfer goals (2016-2017)
5. Develop Rubrics for Cornerstone Tasks (2016-2017)

Train all staff in UBD Principles

What strategies will help us achieve desired results?

Organizing around content based teams.

Who will be responsible? What resources will be needed?

Leadership Team will be responsible for leading this initiative.

Necessary Resources: Time to complete the work, Consulting Expertise

Hamilton-Wenham Regional School District

Buker, Cutler and Winthrop Schools

School Improvement Goals

2015-2016

Professional Practice Goal

During the 2015-2016 school year, elementary teachers will work alongside district colleagues in PreK-12 vertical teams in each curriculum area to define the subject-specific transfer knowledge and goals as outlined in the Understanding by Design model for our PreK-12 students.

Professional Practice Goal: Planned Activities

- Establish transfer goal committees for each curriculum area with representatives from the elementary, middle and high school levels.
- Transfer goal committees to meet twice before 11/2/15 to develop a draft of the transfer knowledge associated with each curriculum area.

Professional Practice Goal: Planned Activities

- Transfer goal committees responsible for sharing draft transfer knowledge goals in each curriculum area during the 11/2/15 professional day.
- Transfer goals in each curriculum area established by January 2016.
- Essential questions and overarching understandings developed in each curriculum area by June 2016.

Student Learning Goal

Meet or exceed the aggregate CPI (composite performance index) for students in grades 3-5 in both ELA and mathematics as measured by the 2016 MCAS.

Student Learning Goal: Planned Activities

- Analyze the available 2015 MCAS data for grades 3-5 open response type items for both the aggregate and disaggregate subgroup populations.
- Grade level data meetings held regularly throughout the year to monitor student progress and plan for instructional intervention.
- Wednesday professional development on the use of math formative assessment data to inform instruction and meet the needs of all students.

Student Learning Goal: Planned Activities

- Targeted professional development and implementation of writers' workshop for 1st through 4th grade using consultant, Martha Horn, for 10 days throughout the school year.
- Wednesday professional development focused on writing about reading for grades PreK-5 under the direction of the Elementary ELA coordinator.
- Establish Elementary Literacy Team to develop Philosophy of Literacy Instruction and document Literacy Learning Opportunities.

Hamilton-Wenham Regional School District

Miles River Middle School

School Improvement Goals

2015-2016

Professional Practice Goal

Develop appropriate curriculum documents for each curricular area (grades 6-8)

Actions/Timelines

- Develop content area transfer goals by January
- Develop overarching understandings and essential questions by June
- Utilize developed transfer goals, overarching understandings and essential questions to begin development of cross-curricular content

Professional Practice Goal

Develop appropriate curriculum documents for each curricular area (grades 6-8)

Benchmarks/Products

- Content area transfer goals
- Content area overarching understandings
- Content area essential questions

Student Learning Goal

Implement a developmentally appropriate middle school schedule that incorporates a team structure

Actions/Timelines

- Utilize common planning time to address student concerns, meet with parents and plan as a team
- Develop and refine WIN block and team time to address student learning needs

Student Learning Goal

Implement a developmentally appropriate middle school schedule that incorporates a team structure

Actions/Timelines

- Develop a Building Leadership Team
- Provide professional development for team leaders
- Collect feedback on schedule effectiveness

Student Learning Goal

Implement a developmentally appropriate middle school schedule that incorporates a team structure

Benchmarks/Products

- Feedback on effectiveness of schedule from staff, students, parents
- Monthly building Leadership Team meetings
- Recommendations for schedule adjustments for 16-17

Hamilton-Wenham Regional School District

Hamilton Wenham Regional High School

School Improvement Goals

2015-2016

Professional Practice Goals

- To work on the development of appropriate grade level Transfer Goals for each curricular area
- To take advantage of the common planning time to continue the process of designing, aligning and implementing common assessments in all curriculum areas.

Professional Practice Goals

- To work on the development of a set of Overarching Understandings and Overarching Essential Questions for each curricular area
- The HS staff will plan, develop and implement 2 EdCamp training opportunities for all staff and faculty.
- To evaluate the effectiveness of the new high school schedule

Student Learning Goals

- To continue the integration of the iPad as a tool for organization, collaboration, and creation
- To continue to investigate and develop ways to improve our learning spaces outside of the classroom, including the library.


Massachusetts Association of School Committees, Inc.

One McKinley Square, Boston, Massachusetts 02109

(617) 523-8454 (800) 392-6023 fax: (617) 742-4125 www.masc.org

Patrick Francomano, President

Date: March 2015
 To: MASC member school committees, c/o superintendent of schools
 Re: Voting delegate to annual business meeting
 Date: **DURING JOINT CONFERENCE. WEDNESDAY NOVEMBER 4, 3:00PM**
 Location: **RESORT AND CONFERENCE CENTER AT HYANNIS, HYANNIS**

FIRST NOTICE

In order for your school committee to have a vote at the annual business meeting of the Massachusetts Association of School Committees, it is necessary that an official delegate be designated in pursuance of Article IX, Sec. 6 of the By-Laws, as follows:

All members of the Association, and all members of school committees which are active members of the Association, may attend and speak at any meeting of the Association. Only active members shall be entitled to vote on the election of officers or on any other matter as to which members of the Association shall have the right to vote and each active member shall have one vote. No later than seven days prior to each meeting of the Association each active member shall, by written notice to the Executive Director, designate one of its members as its voting delegate and may by such notice designate one of its members as its alternate voting delegate. All ballots and other votes cast by an active member at any meeting of the Association shall be cast by and only by its voting delegate or if the delegate be absent, by its alternate voting delegate if one shall have been designated.

PLEASE NOTE:

- An official delegate is only that delegate whose school committee has complied with annual dues regulations as spelled out in Article IV of the MASC By-Laws.
- Deadline for receipt of delegate forms by the Executive Director for the 2015 annual meeting is October 23, 2015.

Official Delegate Form

For the school committee of _____

The official voting delegate is: _____

The alternate voting delegate is: _____

Signed _____

NOTE: In order to register for the annual business meeting, delegates must send in this form in addition to the conference registration form.



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

EXHIBIT H

2015-2016 School Committee Meeting Calendar

Buker Multipurpose Room, 7:00 PM unless otherwise noted

This document is tentative and is subject to change. All Official SC Agendas will be posted at least 48 hours prior to the meeting at <http://www.hwschools.net/page.cfm?p=2179> and at the District Offices, 5 School St., Wenham.

Date	Agenda Items	Documents	Notes
September 3	<ul style="list-style-type: none">• Professional Teacher Status Recognition at 6:30• Finalize SC Goals for 2015-2016• Finalize SC Working Group Assignments for 2015-2016• Review SC Meeting Calendar for 2015-2016	<ul style="list-style-type: none">• Draft SC Goals• Draft SC WG Assignments• SC Meeting Calendar	Consent agenda to approve minutes from the summer.
September 17	<ul style="list-style-type: none">• Professional Teacher Status Recognition @ 6:30• Report on summer programs• Report on Facilities, Technology and Finance summer work	<ul style="list-style-type: none">• Superintendent's Evaluation Materials• Presentation on summer programs• Presentation on summer facilities, technology and finance	
October 1	<ul style="list-style-type: none">• Superintendent's Review• Presentation of District Improvement Plan• Presentation of School and Program Improvement Plans• Select Delegate and Alternate for MASC Conference• Final Review of SC Calendar• Policy Review	<ul style="list-style-type: none">• Superintendent's Review Materials• District Improvement Goals• School and Program Improvement Goals• MASC Delegate Selection Material• SC Calendar• HS Graduation Policy	

October 15

- Committee Reports
- Student Government Presentation
- Presentation of Superintendent's Goals for 2015-2016
- Presentation of SEPAC Goals for 2015-2016
- Review of 2016-2017 Calendar
- Ed. Topic: District Assessment Results Presentation
- Vote on MASC Resolutions
- 2016-2017 Calendar
- District Assessment Results Report
- MASC Resolutions Doc
- SEPAC Goals Presentation

October 29

- October 1, 2015 Enrollment Report
- Presentation from Powers and Sullivan on FY2015 Audit.
- Ed Topic: Technology Programs Review—1:1 Update
- Policy Review
- 10/1/15 Enrollment Report
- FY15 Audit Report

THIRD MEETING IN OCTOBER TO MAKE UP FOR MASC MEETING ON 11/5.

November 4, 5, 6 & 7**MASC Conference**

No SC Meeting on Nov. 5

November 18

- *Joint Meeting with Hamilton and Wenham Finance Committees*

November 19

- Committee Reports
- Public Hearing on Regarding School Choice
- SC Vote on Choice for FY17
- YTD Financial Report
- Report on District, SC and Superintendent Goal Progress for 2015-2016
- Q1 Goal Progress Report
- YTD Financial Report

School Choice Vote needs to be taken prior to June 1st. Need to advertise public hearing seven days prior.

December 3	<ul style="list-style-type: none"> • <u>Ed Topic</u>: Special Education Programs Overview • Policy Review 	<ul style="list-style-type: none"> • Special Education Program Overview 	
December 17	<ul style="list-style-type: none"> • Committee Reports • Superintendent's Recommended FY17 Budget Presentation 		LC Members Present
January 7	<ul style="list-style-type: none"> • Teaching and Learning Programs Budget Review • Support Programs Budget Review • Adopt Tentative FY17 Budget • Policy Review 	<ul style="list-style-type: none"> • FY17 Budget Documents 	Tentative Budget must be adopted at least 30 days prior to final budget adoption
January 9	<ul style="list-style-type: none"> • <i>Mail Tentative Budget to Towns</i> • <i>Advertise Budget Hearing</i> 	<ul style="list-style-type: none"> • 	<i>Ad for hearing must be posted in newspaper at least 7 days in advance.</i>
January 21	<ul style="list-style-type: none"> • FY17 Budget Public Hearing • Committee Reports • Report on District, SC and Superintendent Goal Progress for 2015-2016 • Q2 Financial Progress Report 	<ul style="list-style-type: none"> • FY17 Budget Documents • Mid-Year Goal Progress Report 	Must be within 15 days of mailing Tentative Budget
January 28	<ul style="list-style-type: none"> • <i>Joint Meeting with Hamilton and Wenham Finance Committees</i> 	<ul style="list-style-type: none"> • 	
February 4	<ul style="list-style-type: none"> • Student Government Presentation • <u>Ed. Topic</u>: K-12 Mathematics and Literacy Programs • Warrant for Election of Members (Signatures Needed) • Policy Review 		

February 11	<ul style="list-style-type: none"> • Adopt FY17 Budget • Committee Reports 	<ul style="list-style-type: none"> • FY17 Budget Document 	Must be no later than 45 days prior to ATM (Feb 24 at the latest)
March 3	<ul style="list-style-type: none"> • Policy Review 		
March 17	<ul style="list-style-type: none"> • Committee Reports • Report on District, SC and Superintendent Goal Progress for 2015-2016 	<ul style="list-style-type: none"> • Q3 Progress Report 	
April 2 (Tent.)	<ul style="list-style-type: none"> • Annual Town Meetings 		
April 7	<ul style="list-style-type: none"> • Student Government Presentation • Q3 Budget Report • Policy Review 	<ul style="list-style-type: none"> • Q3 Budget Report 	
April 14 (Tent.)	<ul style="list-style-type: none"> • Annual Town Elections 		No meeting on April 21 due to School Vacation Week
May 5	<ul style="list-style-type: none"> • SC Reorganization – Election of Officers • Review SC Sub Committee Appointments • Vote to Set Last Day of School • Policy Review 	<ul style="list-style-type: none"> • SC Officer Slate • SC Sub Committee Slate 	
May 19	<ul style="list-style-type: none"> • Committee Reports • Report on District, SC and Superintendent Goal Progress for 2015-2016 • Discuss Sub-Committees • Develop School Committee Goals for 2016-2017 	<ul style="list-style-type: none"> • Q4 Goal Report 	
June 9	<ul style="list-style-type: none"> • Recognition of Retirees • Set Subcommittees • Set SC Goals for 2016-2017 • Policy Review 		

June 23

- Committee Reports
- SEPAC Annual Report
- EOY Financial Forecast

School Committee Events

Tuesday, September 1, 2015	8:00 AM	Teacher and Staff First Day	HS Auditorium
Wednesday, December 16, 2015	1:00 PM	Holiday Gathering	HS Cafeteria
Thursday, June 2, 2016 (Tent.)	8:00 PM	Candlelight	HWRHS
Sunday, June 5, 2016 (Tent.)	2:00 PM	Graduation	HWRHS

Annual Town Meeting Dates

Event	Hamilton	Wenham
Fall Town Meeting	Saturday, October 3, 2015	TBD
Fall Election	TBD	TBD
Spring Town Meeting	Saturday, April 2, 2016 (TENT)	Saturday, April 2, 2015 (TENT)
Spring Town Election	Thursday, April 14, 2016 (TENT)	Thursday, April 14, 2016 (TENT)

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

**EXHIBIT I
H8041 (Updated)**

Graduation Requirements

In order to graduate from Hamilton Wenham Regional High School, a student must have earned at least 95 credits and complied with all state accountability requirements. Course requirements are the following:

All Students are required to earn 24 credits in order to graduate. A semester course receives .5 credits; a year-long course received 1 credit.

English:	4 credits
History:	3 credits
Science:	3 credits (must be lab science)
Mathematics:	4 credits
Wellness:	2.75 credits (2.0 credits for the class of 2018 & beyond)
Foreign Language:	2 credits
Fine/Applies Arts:	.5 credits
Engineering Technology:	.5 credits
Additional semester of either:	.5 credits

The Massachusetts Department of Education also requires that all students pass English, Math, and Science MCAS competency testing to be eligible for a high school diploma. Students in the classes of 2015, 2016 and 2017 must also complete a Regional Exit Portfolio as a requirement of graduation. Students in the class of 2018 must successfully complete a Regional Exit Portfolio, an independent study project, an internship, or a capstone project. In addition, students in the class of 2018 must complete 50 hours of community service, as follows:

9 th grade:	10 Hours
10 th grade:	10 Hours
11 th grade:	15 Hours
12 th grade:	15 Hours

Credit for Foreign Study: Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the Principal and student's guidance counselor will evaluate the work and assign credit for it according to standards prevailing in Hamilton Wenham Regional High School.

Source: MASC

Policy Review: 1st Reading: September 3, 2015

2nd Reading: October 1, 2015

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: