



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

SCHOOL COMMITTEE MEETING

Buker Elementary School
Multi-Purpose Room

Thursday, November 19, 2015

7:15 PM

1. Call to Order 7:15
2. Pledge of Allegiance
3. Citizens' Comments 7:20
4. Chair's Report 7:30
5. Superintendent's Report 7:45
 - a. Presentation of Superintendent's Goals for 2015-2016 Exhibit H
6. Consent Agenda 7:55
 - a. SC & Joint Board Minutes October 28, 2015 Exhibit A
 - b. Minutes – October 29, 2015 Exhibit B
 - c. Approval for Grade 8 Girls @ MRMS to participate in JV Basketball @ RHS Exhibit C
7. New Business 8:15
 - a. Turf Field Committee
 - b. Discussion of Budget Meeting with Hamilton and Wenham Finance Committees
 - c. Committee Reports
 - Communications
 - Planning
 - Policy
 - d. Acceptance of Donations Exhibit D
 - EdFund Grant-First Steps & Conversational Solfege \$982.78 Exhibit D1
 - Town of Hamilton Conservation Commission-Mass Audubon \$3,634.75 Exhibit D2
 - e. October 1, 2015 Enrollment Exhibit E
 - f. YTD Financial Report Exhibit F
 - g. Second Reading & Adoption of Physical Restraint Policy Exhibit G
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.



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Superintendent's Goals, 2015-2016

Michael M. Harvey, Ed.D.

November 18, 2015

Goal 1: Using Data to Improve Student Learning in the Hamilton-Wenham Regional School District

By the fall of 2016 the HWRSD will see an increase the overall performance of all students and will narrow the proficiency gaps of identified subgroups.

Key Actions

1. Institute a system for Curriculum Renewal through the creation of Transfer Goal, Overarching Essential Questions and Overarching Understanding Documents.
2. Continue the development of Curriculum Documents in English Language Arts and Mathematics at the Elementary Level.
3. Complete Curriculum Documents for grades and courses at the Secondary Level.
4. Use the results of the review of assessment data to implement targeted interventions to improve student performance.

Benchmarks

1. Staff Training on Understanding by Design System.
2. Complete development of Transfer Goal Documents by January 2016.
3. Complete development of Overarching Understandings and Essential Question Documents by June 2016.
4. Develop plan for the creation of Cornerstone Tasks in the 2016-2017 School Year.
5. Interventions implemented to address specifically identified student learning difficulties.

Goal 2: Implementing the Master Plan

By spring of 2016, the HWRSD will have developed short-term plan and a draft long-term plan to ensure the educational program and facilities of the HWRSD will continue to provide high-quality instruction.

Key Actions

1. Research best practices regarding future trends in school program and facility design.
2. Review the District Mission and Master Plan Document with stakeholders.
3. Develop short-term priorities for school remodeling projects and present these priorities as part of a "5 Year Capital Plan."
4. Work with local constituencies to garner support for the short and long-term facilities needs of the District.

Benchmarks

1. Presentations completed on schedule.
2. 5 Year Capital Plan reflects facilities needs.

Goal 3: (Professional Practice) Improved Communications

Improve Communications regarding District activities with both the School Committee and the larger Hamilton-Wenham Community.

Key Actions

1. Post at least two "Superintendent's Reports to the School Committee" to my HW Schools Blog per month.
2. Continue to write Weekly School Committee Informational Updates.
3. Write blog posts on substantive issues involving the HWRSD as necessary.

Benchmarks

1. Record of approximately 40 messages to SC over course of the year.
2. Record of at least 20 posts to the Superintendent's Blog.

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

MEETING MINUTES
FROM A JOINT MEETING OF
THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE
AND THE WENHAM BOARD OF SELECTMEN

Date: October 28, 2015
To: School Committee Members
From: Michael Harvey, Superintendent of Schools
Re: Special meeting to appoint a Wenham representative to the School Committee who will serve through the end of the term in April 2016.

CALL TO ORDER: Larry Swartz and Catherine Harrison called the meeting of the Hamilton-Wenham School Committee and the Town of Wenham Selectmen to order at 6:35 pm at the Wenham Town Hall

Present from the Hamilton-Wenham School Committee:

Jeanise Bertrand
Deborah Evans,
Hannah Fraley
Dennis Hurley
Stacey Metternick
Larry Swartz

Present from the Wenham Board of Selectmen:

John Clemenzi
Catherine Harrison
Jack Wilhelm

Candidates Present:

Megan McGovern
Thomas Starr
Emily Madden (via Skype)

Also Present:

Nancy Bergner, secretary for Hamilton-Wenham School Committee
Catherine Tinsley, secretary for Town of Wenham

Candidate Interviews

Candidates Emily Madden, Thomas Starr and Megan McGovern were interviewed using a standard list of questions. Selectmen and School Committee members had opportunity for extemporaneous inquiries, and the candidates were given opportunities to summarize their qualifications for and interest in the School Committee position.

PROCEDURE FOR DELIBERATION (CATHERINE HARRISON):

Each member may make comments about the candidates and indicate which candidate has their [one] vote. Opportunity for members to revise their vote will be made, after which a roll call will confirm final choices. After nomination, a motion will be put forward to appoint that candidate, followed by a vote. A simple majority (5) will confirm the nominee.

7:53 PM: DELIBERATION (televised for later broadcast)

Jack Wilhelm: Emily Madden
Stacey Metternick: Emily Madden
Deb Evans: Emily Madden
John Clemenzi: Megan McGovern
Jeanise Bertrand: Emily Madden
Dennis Hurley: Megan McGovern
Hannah Fraley: Emily Madden
Catherine Harrison: Emily Madden
Larry Swartz: Emily Madden

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE AND WENHAM BOARD OF SELECTMEN JOINTLY APPOINT EMILY JEAN MADDEN TO THE HAMILTON-WENHAM REGIONAL DISTRICT SCHOOL COMMITTEE UNTIL THE 2016 ANNUAL ELECTION.

Motion by JACK WILHELM; seconded by CATHERINE HARRISON

VOTING: 8 YES; 0 NO; 1 ABSTENTION

MOTION: I MOVE THAT THE WENHAM BOARD OF SELECTMEN VOTE TO ADJOURN.

Motion by CATHERINE HARRISON; seconded by JOHN CLEMENZI

UNANIMOUSLY APPROVED AT 8:16 PM

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

Motion by LARRY SWARTZ; seconded by JEANISE BERTRAND

UNANIMOUSLY APPROVED AT 8:17 PM

Respectfully Submitted,

Nancy R. Bergner
Secretary, H-WRSC Meeting

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

HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE MEETING MINUTES

October 29, 2015

CALL TO ORDER: *Larry Swartz* called the meeting to order at 7:18 pm in the Buker Elementary School Multi-Purpose Room.

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

Also present: Celeste Bowler, Michael Harvey, Jeff Sands
 Kerianne Heppner (Student Representative)
 Nancy Bergner, (Secretary)

Absent: No committee members were absent.

PLEDGE OF ALLEGIANCE

All rose for the pledge of allegiance.

CITIZENS CONCERNS

There were no citizen concerns.

CHAIR'S REPORT: Larry Swartz

- Emily Madden has been appointed to fill the vacancy on the School Committee until the spring elections.
- The School Committee will not meet on Nov. 5
- The Hamilton-Wenham Financial Committee will meet on Nov. 18. School Committee members are welcome to attend.

SUPERINTENDENT'S REPORT: Michael Harvey

- Condolences are extended to the Maio family on the unexpected passing of their daughter Jennifer, a Third Grader at Buker School.
- Counseling resources were provided to the Buker School community; the Maio family has invited the community to donate blood to the American Red Cross, in Jennifer's memory. Orange "We Stand Together" wristbands will be distributed in Buker School classrooms, with an opportunity to donate \$1 toward the Jennifer Maio Memorial Fund.
- League of Women Voters has invited Dr. Harvey to discuss the Masterplan and Executive summary at their meeting of November 12 at 7 PM.

- Fall Musical *The Addams Family* showing on October 30 and October 31.
- There is a forum on the opiate crisis in MA on Nov. 10 at the Ipswich Performing Arts Center, hosted by Representative Brad Hill.
- Jeff Sands has been working to revise the Grounds Maintenance and General Cleanup Agreement between the towns and the schools.
- Jeff Sands has reached out to Hamilton Town Administrator Peter Lombardi requesting exploration of options other than Winthrop School for a town voting site.
- State of MA is exploring an option beyond PARCC and MCAS: the development of an MCAS 2.0, in cooperation with PARCC, allowing the state to retain more control over assessment.

CONSENT AGENDA

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

- Minutes of October 15, 2015 [Exhibit A]
- Acceptance of Donations [Exhibit B]
- Essex National Heritage Commission Exhibit B1

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE APPROVE THE MINUTES OF OCTOBER 15 [EXHIBIT A] AS AMENDED.

**Motion by DEBORAH EVANS; seconded by STACEY METTERNICK
UNANIMOUSLY APPROVED**

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE ACCEPT THE DONATION OF THE ESSEX NATIONAL HERITAGE COMMISSION IN EXHIBIT B1.

Motion by DEBORAH EVANS; seconded by HANNAH FRALEY

OLD BUSINESS

No old business was presented.

NEW BUSINESS

- Presentation from Powers and Sullivan on FY2015 Audit [Exhibit C]
Discussion
- Ed Topic: Technology Programs Review-1:1 Update [Exhibit D]
Presented by Principal Eric Tracy
Discussion
- Vote on MASC Resolutions [Exhibit E]
Discussion

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO ACCEPT MASC RESOLUTION 1—REGARDING HIGH SCHOOL STARTING TIMES.

Motion by STACEY METTERNICK; seconded by HANNAH FRALEY

UNANIMOUSLY APPROVED

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO ACCEPT MASC RESOLUTION 2—REGARDING POVERTY AND CHILDREN.

Motion by STACEY METTERNICK; seconded by HANNAH FRALEY

UNANIMOUSLY APPROVED

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO ACCEPT MASC RESOLUTION 3—TYING TEST SCORES TO CHAPTER 70 FUNDING.

Motion by STACEY METTERNICK; seconded by DEBORAH EVANS

Discussion

1 in favor; 3 opposed.

THE MOTION DID NOT PASS

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO ACCEPT MASC RESOLUTION 4—SUPPORT FOR AN EQUITABLE AND SUSTAINABLE PLACEMENT PROGRAM FOR STUDENTS COVERED UNDER THE MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT.

Motion by STACEY METTERNICK; seconded by DEBORAH EVANS

UNANIMOUSLY APPROVED

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO ACCEPT MASC RESOLUTION 5—TAX REFORM BALLOT QUESTION.

Motion by STACEY METTERNICK; seconded by DEBORAH EVANS

Discussion

0 in favor; 3 opposed; 3 abstentions

THE MOTION DID NOT PASS

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO ACCEPT MASC RESOLUTION 6—MEMBERSHIP OF A SCHOOL COMMITTEE MEMBER ON THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION.

Motion by STACEY METTERNICK; seconded by DEBORAH EVANS

UNANIMOUSLY APPROVED

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO ACCEPT MASC RESOLUTION 7—RELATIVE TO

THE TEACHING STRATEGIES GOLD ASSESSMENTS FOR KINDERGARTEN STUDENTS.

Motion by STACEY METTERNICK; seconded by DENNIS HURLEY

Discussion

UNANIMOUSLY APPROVED

- Vote to approve Custodial Contract [Exhibit F]

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO APPROVE THE CUSTODIAL CONTRACT AS PRESENTED AS EXHIBIT F.

Motion by STACEY METTERNICK; seconded by DENNIS HURLEY

UNANIMOUSLY APPROVED

- Vote to approve Office Personnel Contract [Exhibit G]

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO APPROVE THE OFFICE PERSONNEL CONTRACT PRESENTED AS EXHIBIT G.

Motion by STACEY METTERNICK; seconded by HANNAH FRALEY

Discussion

UNANIMOUSLY APPROVED

- Policy Review—1st Reading Restraint Policy [Exhibit H]

Discussion

Discussion of relationship between School Committee and the Financial Committee of the Towns.

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

Motion by STACEY METTERNICK; seconded by HANNAH FRALEY

UNANIMOUSLY APPROVED AT 9:19 PM

Respectfully Submitted,

Nancy R. Bergner

Secretary, H-WRSC Meeting

November 6, 2015

Dear School Committee of Hamilton-Wenham Regional School District

The Hamilton-Wenham Athletic Department is putting forth a request regarding 8th Grade Girls at Miles River participating in High School Girls Basketball at the JV level. This request needs School Committee approval if the Massachusetts Interscholastic Athletic Association were to approve it.

The Cape Ann League has already given it conditional approval, pending the School Committee vote.

Here is the justification as to why we are proposing this program:

Our numbers are low this year and we see this solution as a way to bridge the gap between this year and next and to have a full and functional JV Team. Ipswich did this last year and it worked out great and they did not have to do it this year.

- * The girls would only be allowed to play JV because that's "the lowest level we have."
- * They would have to pay a full user fee like anyone else BUT would have more flexibility with schedule on weekends and the ability to choose to not attend practice, unlike their high school peers
- * The logistics would function similar to our 8th grade boy's playing JV hockey and the 8th grade girl's playing hockey at Marblehead.
- * I checked with MIAA and there are no Title IX implications because there is not a "need" on the boys side. This is something that the MIAA regularly approves (see Ipswich example stated above)
- * The Town's Youth Program endorses this proposal as does the Cape Ann League.
- * There would be a meeting if approved to explain details and logistics for those interested families

Please let me know your thoughts.

With best warm regards,

Craig

EXHIBIT D

Donations/Grants to HWRSD Activities Accounts	11.19.15
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The Hamilton-Wenham Regional School Committee accepts the following donations:

- **EdFund** **\$982.78**
First Steps in Music and Conversational Solfege
- **Town of Hamilton Conservation Commission** **\$3,634.75**
Cover costs for Mass Audubon Education Program



HAMILTON WENHAM EDFUND MINI-GRANT APPLICATION FORM

Mini-grants are awards of less than \$1,000

Name(s) of Application Contact(s) Kendall Clark
 Submission Date: Sept. 10, 2015 Date approval required: as soon as possible
 Phone number(s): 781-267-4218 Email: k.clark@hwschools.net
 Position or Title of Application Contact(s): K-5 Elementary Music Specialist
 Grant Title: "First Steps in Music" and "Conversational Solfege" Music curriculum
 School(s): Cutler and Winthrop Grade(s): K-5
 Number of students to benefit: 450
 Amount requested: \$ 982.78 Budget Detail (Please list or attach itemized sheet of all costs for speaker, guest performer, consultant, equipment, materials, etc. and include when appropriate, photocopy of catalog page, price list or other documentation of cost. The ratio of dollars granted per student is taken into consideration.):

Briefly describe the proposal and how the grant will enrich the curriculum (add attachments as necessary):

See attached

Describe how this grant meets the goals of the Edfund Grants Program (refer to the Edfund Grants Program Guidelines and Criteria located at <http://hwdfund.org/applications-criteria.html>.)

The curriculum will impact all students in grades K-5, foster creativity, build community, develop music literacy, and increase students ability to experience the joy of "doing it".
 Method of evaluation of the success of project (i.e. student feedback): multiple assessment tools music
will be used to measure growth over time; student feedback

Additional Comments:

Signature(s) of Applicants (s): Kendall G. Clark Date: Sept. 10, 2015

Approval Required

Please submit grant application to your Principal for approval and then forward to Donna Gourdeau at edfundgrants@gmail.com, Edfund Grants Committee Chair with a copy to Assistant Superintendent of Schools for Learning, Dr. Celeste Bowler at c.bowler@hwschools.net.

Principal: [Signature]Date: 9/28/15

Revision Date: Sept. 14, 2012

Grant Proposal: To study and implement the “First Steps in Music” and “Conversational Solfege” music curriculum and materials for students in the K-5 Elementary General Music Program at Cutler School and Winthrop School.

Conversational Solfege is a contemporary approach to teaching music literacy through a curriculum created by Dr. John Feierabend. The method used to teach Conversational Solfege contains 12 Steps of Music Literacy based on learning by sound before sight, familiar before unfamiliar, and creative improvisation as a foundation for building vocabulary then continuing this approach to learn reading, writing, and creating compositions. Step 1) Readiness Rote - teacher presents songs, chants, and rhythm and tonal patterns by rote using neutral syllables. Steps 2 through 5 use Conversational Solfege without printed notation as follows: Step 2) rhythm and tonal patterns introduced by rote; Step 3) Decode Familiar - familiar rhythm and/or tonal patterns, songs and rhymes are presented by the teacher using neutral syllables and students repeat using rhythm and/or tonal syllables; Step 4) Decode Unfamiliar - same process as in Step 3 but with unfamiliar material to gather evidence of student learning; Step 5) Create - students create original rhythm or tonal patterns through improvisation. Steps 6 through 8 develop music reading skills as follows: Step 6 - Reading Rote; Step 7) Decode Familiar - students think rhythmic or tonal patterns presented visually then speak or sing these using rhythm and tonal syllables; Step 8) Decode Unfamiliar - sight-reading. Steps 10 and 11 develop writing skills. The process utilizes conversational solfege and writing decoding skills with both familiar and unfamiliar patterns, songs and rhymes dictated by the teacher with neutral syllables. Step 12) Create - students use inner hearing and writing skills to create original compositions.

The support materials include rhythm and melody patterns sets, sample songs, rhymes and listening selections, templates and samples for lessons plans, evaluation rubrics and writing sheets. Three dimensional lessons always include Literacy, Doing, and About and are aligned to the National Standards for Music. Literacy objectives include Past, Present, and Future in every lesson. Multiple assessment tools are included to measure student growth over time.

This is the most thorough and comprehensive curriculum design I have ever experienced. It is suitable for newer teachers as a step-by-step guide and experienced teachers, like myself,



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: Winthrop School, and Cutler School

Name of Contact on the Edfund Grants Subcommittee: Dana Allara

Title of Grant Application: First Steps and Conversational Solfege

Grant Amount Approved and Date Requested: \$982.78

Grant Requestor's Name: Kendall Clark Title: Music Teacher Winthrop and Cutler Schools

Email Address and Phone Number: k.clark@hwschools.net

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:

Date District requested funds of Edfund for reimbursement:



**TOWN OF HAMILTON
Conservation Commission**

November 5, 2015

Dr. Celeste Bowler, Assistant Superintendent of Schools for Learning
HWRSD

By email attachment

RE: Mass Audubon/HWRSD 2015-2016 Environmental Education Program

Dear Dr. Bowler:

At the Hamilton Conservation Commission's regularly scheduled and publicly posted meeting held on November 5, 2015, with a quorum present (Chair Richard Luongo, Robert Cronin, Keith Glidden, Virginia Cookson and George Tarr) the Commission unanimously voted to authorize expenditure of funds from the Hamilton Conservation Fund to cover the Hamilton share of costs for the 2015-2015 Mass Audubon environmental education program as described in a document from HWRSD entitled "**Hamilton-Wenham Environmental Education Proposal 2015-2016**".

The budgeted cost for Hamilton listed in that document is \$3,634.75.

Very truly yours,

A handwritten signature in black ink, appearing to read "James M. Hankin". The signature is fluid and cursive, with a large initial "J" and "H".

James M. Hankin
Hamilton Conservation Commission Coordinator

**HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
RESIDENT ENROLLMENT BY TOWN: Preliminary 10/30/15
as of October 1, 2015**

	Resident/Member	Hamilton	Wenham
K-12			
Buker	249	59	190
Cutler	256	218	38
Winthrop	277	245	32
MRMS	402	254	148
HWRHS	523	340	183
SUBTOTAL:	1707	1116	591

	Resident/Member	Hamilton	Wenham
PreK			
SPED	15	13	2
SUBTOTAL:	15	13	2

	Resident/Member	Hamilton	Wenham
Out of District Placements	32	18	14
SUBTOTAL:	32	18	14

TOTAL RESIDENT*	1754	1147	607
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* - Does not include Choice (90), Resident Tuitioned-In PreK (13), and Non-Resident Tuitioned- In PreK thru 12 Students (3)

Elementary Program Enrollment as of October 1, 2015

2015-2016												
Grade	Buker			Cutler			Winthrop			Total/Grade	Avg	Classes
	Classroom 1	Classroom 2	Classroom 3	Classroom 1	Classroom 2	Classroom 3	Classroom 1	Classroom 2	Classroom 3			
K	19	20		21	20		20	19		119	19.83	6
1	23	22		20	21		21	21	19	147	21.00	7
2	21	21		16	16	17	17	15		123	17.57	7
3	21	21		22	22		22	21		129	21.50	6
4	20	20		18	20		22	25		125	20.83	6
5	20	21		20	24		18	19	19	141	20.14	7
Totals	249			257			278			784	20.10	39

2014-1015												
Grade	Buker			Cutler			Winthrop			Total/Grade	Avg	Classes
	Classroom 1	Classroom 2	Classroom 3	Classroom 1	Classroom 2	Classroom 3	Classroom 1	Classroom 2	Classroom 3			
K	21	20		20	21		19	21	21	143	20.43	7
1	22	22		17	17	17	17	16		128	18.29	7
2	21	20		21	22		19	20		123	20.50	6
3	19	20		18	19		22	23		121	20.17	6
4	19	21		21	21		18	19	17	136	19.43	7
5	23	22		24	22		24	22		137	22.83	6
Totals	250			260			278			788	20.21	39

Secondary Programs Enrollment as of October 1, 2015

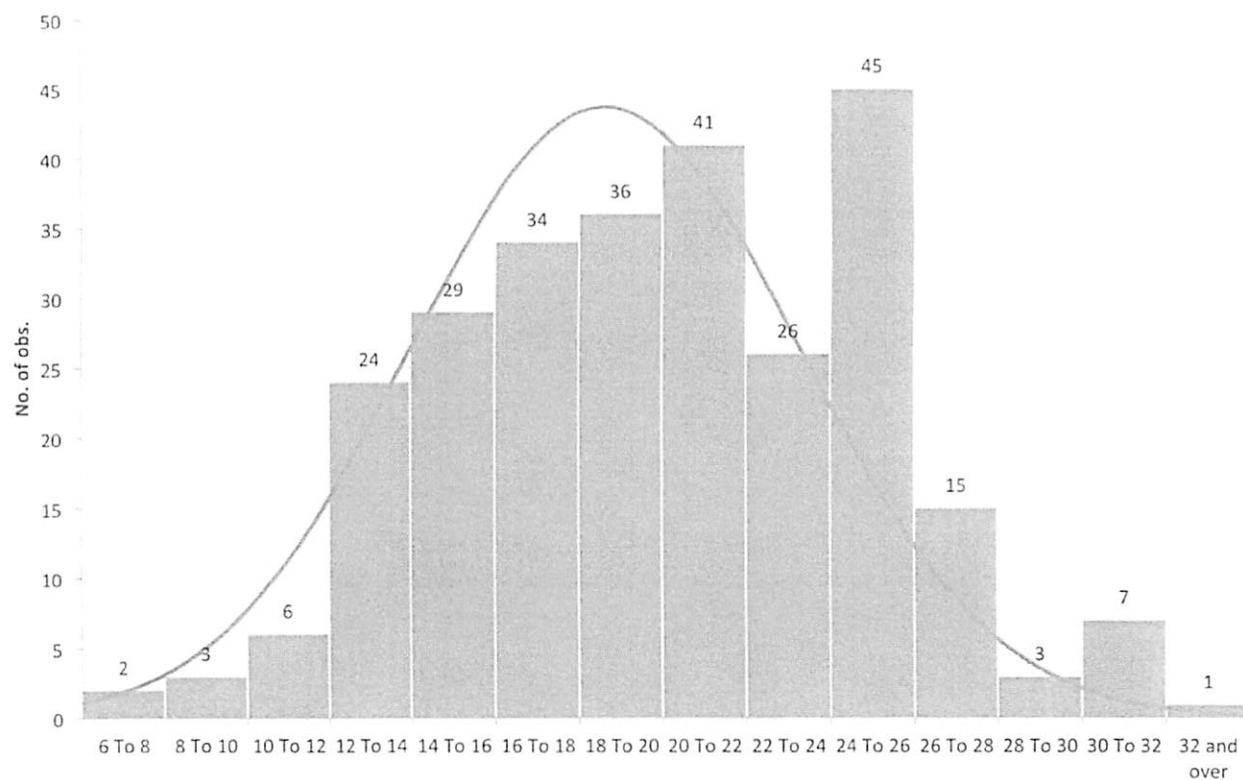
Miles River Middle School		
Grade	Students 2014-2015	Students 2015-2016
6	139	134
7	139	138
8	153	135
Totals	431	407

Hamilton-Wenham Regional High School		
Grade	Students 2014-2015	Students 2015-2016
9	140	151
10	160	140
11	163	157
12	162	160
Totals	625	608
	*Total includes 102 Choice and 2 Tuition Students	*Total includes 84 Choice and 1 Tuition Student.

HWRHS Schedule Descriptive Statistics, 2015-2016

Count	272
Mean	19.54412
Mode	24.
Minimum	6.
Maximum	33.
Range	27.

Histogram for HWRHS Sections, 2015-2016



Descriptive Statistics for MRMS Sections, 2015-2016

Count	192
Mean	22.36979
Minimum	14.
Maximum	39.
Range	25.
Median	22.
Mode	22.

Histogram for MRMS Sections, 2015-2016

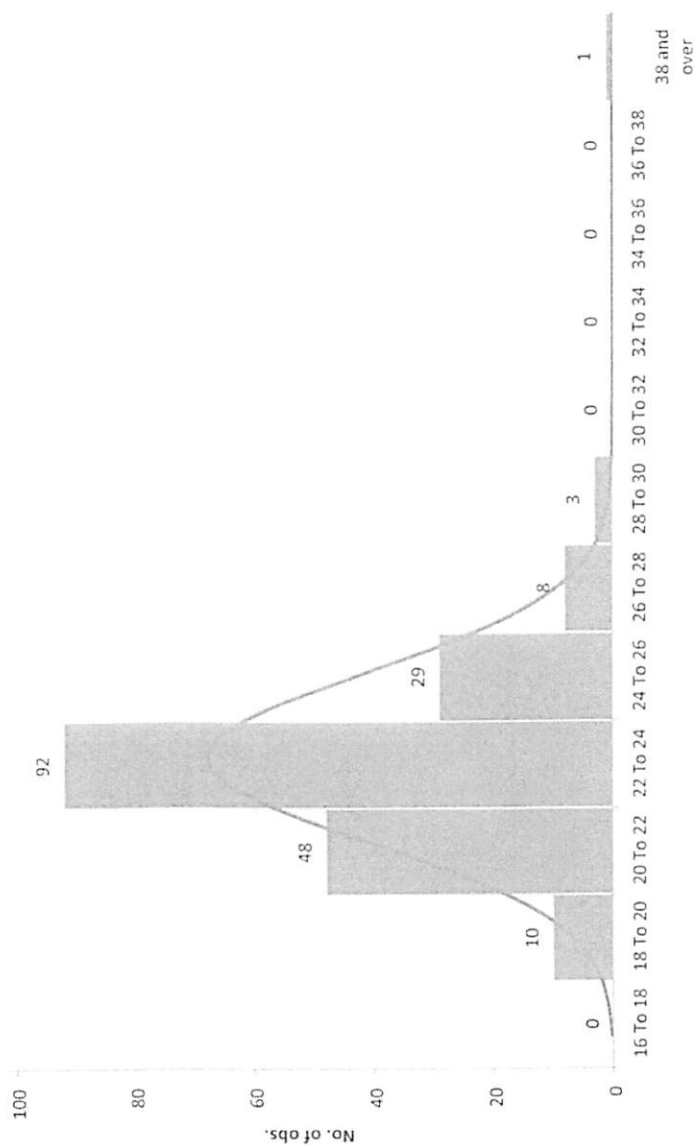


EXHIBIT F



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

FY16 Forecast

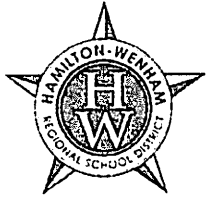
As of November 15, 2015

For Presentation to the School Committee on November 19, 2015

Prepared by:

Jeffrey D. Sands, Assistant Superintendent for Finance & Administration

Vincent Leone, Director of Accounting & Payroll



FY16 Forecast: 4 ½ Months Actuals + 7 ½ Months Forecast *Overview & Key Assumptions*

- Salary Costs
 - Incorporates Actual Costs through 11/15/15 plus all known encumbrances.
 - Includes forecasted values for all Costs not automatically encumbered through June 30, 2016 including; long term substitutes, daily substitutes, overtime, etc.
- Operating Costs
 - Incorporates Actual Costs through 11/15/15 plus all known encumbrances.
 - Includes forecasted values for all Costs not automatically encumbered through June 30, 2016 including; school discretionary spending; transportation, out-of-district tuition, maintenance, technology, etc.

With only 25% of the School Year now complete, we are currently Forecasting that we will end FY16 on Budget at this time.



FY16 Forecast: 4 ½ Months Actuals + 7 ½ Months Forecast Summary by DESE Budget Category

			Change: FY16B to FY16F	
Summary by DESE Category	FY16 Budget	FY16 Forecast	\$	%
Administration	\$ 1,110,289	\$ 1,110,289	\$ -	0.00%
Capital, Operations, Maintenance	\$ 2,086,511	\$ 2,086,511	\$ -	0.00%
Guidance, Counseling, Testing	\$ 1,083,836	\$ 1,083,836	\$ -	0.00%
Inst. Materials	\$ 862,226	\$ 862,226	\$ -	0.00%
Instructional Leadership	\$ 2,761,900	\$ 2,761,900	\$ -	0.00%
Insurance, Retirement, Other	\$ 3,674,250	\$ 3,674,250	\$ -	0.00%
Other Teaching Services	\$ 2,315,311	\$ 2,315,311	\$ -	0.00%
Prof. Dev.	\$ 161,752	\$ 161,752	\$ -	0.00%
Pupil Services	\$ 1,844,779	\$ 1,844,779	\$ -	0.00%
Teachers	\$ 11,467,723	\$ 11,267,723	\$ (200,000)	-1.74%
Tuitions	\$ 1,974,534	\$ 2,174,534	\$ 200,000	10.13%
Grand Total	\$ 29,343,112	\$ 29,343,112	\$ -	0.00%

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT G
H8011

Physical Restraint of Students

The Hamilton-Wenham Regional School District complies with the DESE restraint regulations, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.

I. *Methods and Conditions for Implementation*

School staff may only use physical restraint, including prone restraint where permitted under 603 CMR 46.03, as an emergency procedure of last resort. Any physical restraint is prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint is prohibited as a means of discipline, punishment, as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm to the student or others. Physical restraint will not be used as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include the use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort. The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed as is necessary to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603 CMR 46.02

The use of mechanical restraint, medication restraint, and seclusion is prohibited.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration. A nurse will examine the student as soon as possible after a restraint, recognizing that time is of the essence.

Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

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1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,
6. The program has documented 603 CMR 46.03(1)(b) 1-5 in advance of the use of prone restraint and maintains the documentation.

As Per DESE Regulation :

Floor restraints, including prone restraints otherwise permitted, shall be prohibited unless the staff members administering the restraint have received in-depth training and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.

Insert 46.05 paragraph 3 here (Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm and staff administering the restraint shall use the safest method available. Restraint shall be administered in such a way so as to prevent or minimize physical harm.)

Only public education program personnel who have received in-depth training shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint

All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

The Superintendent shall develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals
- Descriptions and explanations of alternatives to physical restraint as well as method of physical restraint for use in emergency situations;
- Descriptions of the training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;

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- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
- A procedure for implementing the reporting requirements as described in 603 CMR 46.06;
- A procedure for conducting periodic review of data and documentation on the use of physical restraints as described in 603 CMR 46.06(5) and (6);
- A procedure for sending written notification to the parent within three school working days following the use of restraint to an email address provided by the parent for the purpose of communicating about the student, or by regular mail to the parent postmarked within three school working days of the restraint; and,
- A procedure for the use of time-out that includes a process for obtaining Principal approval for a time out exceeding 30 minutes based on the individual student's continuing agitation.

The Superintendent will review these procedures annually and they shall be provided to staff, and made available to parents of enrolled students.

II. *Staff Training*

All school staff must receive training with respect to the DESE Regulations and the district's restraint policy (i.e., following the Regulations), including receiving information about interventions that may preclude the need for restraint, types of restraint and related safety considerations, and administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment. This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The training shall include the following information:

- (a) The role of the student, family, and staff in preventing restraint;
- (b) The district's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- (c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
- (d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- (e) Administering physical restraint in accordance with medical or psychological limitations,

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known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and

(f) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

Additionally, each school principal must identify specific staff to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training with respect to restraint and implementation of the Regulations. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee, or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

III. *Reporting Requirements and Follow-Up*

School staff who administer the restraint shall verbally inform the principal or a designee as soon as possible, and by written report no later than the next school working day. If the principal administered the restraint, he or she shall prepare the report and submit it to an individual or team designated by the superintendent. The principal/designee must maintain an ongoing record of all such reported instances, which will be made available in accordance with state and federal law and regulations. The principal/designee must also verbally inform the student's parent or guardian of the restraint within 24 hours of the event, and by written report postmarked no later than three school working days following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on the information in the written report.

In the event that a physical restraint results in injury to the student or staff member, the school must, within three school working days of the reported restraint, provide a copy of the written report to DESE along with a copy of the school's record of physical restraints covering the thirty-day period prior to the date of the restraint.

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

(a) review and discussion of the written reports submitted and any comments provided by the student and parent about such reports and the use of the restraints;

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(b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;

(c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;

(d) agreement on a written plan of action by the program.

The principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

IV. Additional information

Additional information, including a copy of the regulations, can be obtained from the Director of Special Education who can be reached at (978) 626-0850. A copy of the regulations may also be obtained at www.doe.edu/lawsregs/603cmr46.html.

Legal References: *603 CMR 46.00 and Massachusetts General Law (M.G.L.) 71:37G*