



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Buker Elementary School
Multi-Purpose Room

Thursday, May 15, 2014

7:00 PM

1. **Call to Order** 7:00
2. **Pledge of Allegiance**
3. **Citizens' Concerns** 7:05
4. **Chair's Report** 7:30
5. **Superintendent's Report** 7:45
6. **Consent Agenda** 7:55
 - A. Minutes of May 1, 2014 Exhibit A
 - B. National History Day Field Trip Exhibit B
7. **Old Business** 8:00
8. **New Business** 8:05
 - A. SEPAC Presentation Exhibit C
 - B. Policy—First Readings
 - i. Bonded Employees & Officers Exhibit D
 - ii. Energy Conservation Exhibit E
 - iii. Food Service Management Exhibit F
 - iv. Food Service Program Exhibit G
 - v. Free & Reduced Cost Lunch Exhibit H
 - vi. Recycled Product Procurement Exhibit I
 - vii. Passing Buses on School Property Exhibit M
 - C. Policy—Second Reading
 - i. Student Transportation in Private Vehicles Exhibit J
 - D. Q3 Financial Report & EOY Forecast Exhibit K
 - E. Massachusetts Curriculum Frameworks Presentation Exhibit L
9. **Committee Reports**
 - a. Audit
 - b. Facilities
 - c. Negotiations
 - d. Policy
 - e. Warrant
 - f. Student Rep.
 - g. Other
10. **Vote to Adjourn to Executive Session** 9:00
Motion to enter into Executive Session to discuss strategy with respect to Teacher Negotiations and not to return to public session

Knowledge

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Responsibility

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Respect

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Excellence

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

Hamilton-Wenham Regional School District Committee

May 1, 2014

Minutes

**CALL TO ORDER AND
PLEDGE OF ALLEGIANCE:**

Bill Wilson opened the meeting at 7:05 p.m. in the Buker Multipurpose Room. The Committee and others present rose for the Pledge of Allegiance.

PRESENT:

Jeanise Bertrand, Bill Dery, Deb Evans, Barbara Lawrence, Sheila MacDonald, Stacey Metternick, Larry Swartz, Bill Wilson

ALSO PRESENT:

Dr. Michael Harvey, Superintendent; Dr. Celeste Bowler, Assistant Superintendent for Learning; Jeff Sands, Assistant Superintendent for Finance and Administration; Eric Tracy, HWRHS Principal; Bryan Menegoni, HWRHS Associate Principal

ABSENT:

Roger Kuebel

UPDATE BY REP. BRAD HILL:

Rep. Hill reported on recent budget deliberations by the Massachusetts House of Representatives that would increase education funding, and an amendment he co-sponsored that calls for appointment of a commission to examine the Ch. 70 formula by which local aid is calculated. These House measures now go to the state Senate for consideration. He urged the Committee to write to Sen. Bruce Tarr in support of the Ch. 70 amendment. He also discussed the state's role regarding the common core and PARCC.

B. Wilson responded with comments about the common core, PARCC, and the district's pending I-Pad program.

CITIZENS' COMMENTS:

B. Wilson said members of the audience could comment on the I-Pad program later in the meeting; he invited the public to comment on other issues at this time.

Margo Killoran (Sagamore Farm Rd., Hamilton) spoke favorably about use of I-Pads in instruction of students with disabilities and provided examples from her children's experience.

Elaine Appel (81 Linden Hamilton) invited those present to a Peabody School Committee-sponsored presentation by Jim Stergios of the Pioneer Institute about the common core, on May 6 at 7 p.m. at the Higgins Middle School in Peabody.

Deb Safford (Maple St, Hamilton) expressed various reasons she believes the Committee should reconsider a recently approved administrative restructuring, and the I-Pad program, before moving

forward with them, and urged the Committee to learn more about the common core. She objected to a Committee member's statement at the previous meeting that those opposed to the restructuring are afraid of change. B. Wilson and B. Lawrence responded to D. Safford's use of the term "rubber stamping" and said the Committee discussed the restructuring at length before voting. B. Wilson said the Committee is to discuss the common core at its May 15 meeting.

Charlie Peppler (Meyer Rd, Hamilton) said the Massachusetts legislature has not mandated the common core. He commented on salary budget figures for the administrative restructuring; Dr. Harvey and B. Wilson said those figures have been changed.

CHAIR'S REPORT:

Update on discussion with Hamilton BOS

B. Wilson noted that Hamilton Board of Selectman chair Scott Maddern was present and later in the meeting would discuss issues about financial reserves policy.

SEPAC Presentation 5.15.14

He said also that M. Killoran would make a presentation at the May 15 meeting about the Special Education Parent Advisory Council (SEPAC). She spoke briefly at this meeting about the group's yearly Educator of the Year award and said she would announce this year's recipient at the May 15 meeting.

SUPERINTENDENT'S REPORT:

Common Core Presentation from
C. Bowler on 5.15.14

Dr. Harvey said Dr. Bowler would present at the May 15 meeting an overview of Massachusetts' curriculum framework documents as revised in 2011 to reflect common core state standards.

He briefly discussed districts' options re standardized tests including the PARCC test, and said he would learn more about its pros and con at a mid-May meeting of superintendents.

CONSENT AGENDA:

Minutes of April 17, 2014

B. Wilson asked for the minutes of April 17, 2014 to be removed from the consent agenda. He requested two corrections, to list him as present, and to correctly report his abstention on one vote. The Committee agreed to these amendments by general consent.

SHEILA MACDONALD MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO APPROVE THE MINUTES OF APRIL 17, 2014 AS AMENDED. BARBARA LAWRENCE SECONDED THE MOTION. THE MOTION PASSED 8-0-0-1.

COMMITTEE REPORTS:

Audit

None

Facilities

None

Negotiations	None
Policy	B. Lawrence said district policies are now posted online available in print. This working group will continue to update policies.
Warrant	None
Student Representative	Chase Schaub said seniors have 11 school days remaining.
Other	B. Dery said engineers recommend replacement of the control systems Winthrop and Buker boilers, which might cost an estimated \$80,000. The Massachusetts School Building Association has agreed to pay a portion of the cost of replacing the boilers but will not contribute toward replacement of the controls. He said it appears workable to pay for the controls with funds already raised by bonding. L. Swartz recommended consulting bond counsel. J. Sands said he is pricing the work.
NEW BUSINESS:	
1 > 1 I-Pad Update	<p>E. Tracy gave a PowerPoint presentation recapping the planning process for the 1 > 1 I-Pad program, and he and B. Menegoni answered questions from the Committee and audience. (The PowerPoint slides and a timeline document are appended to these minutes.) His comments touched on details including the planning timeline, programs in other districts, teacher training, and Internet security.</p> <p>Questions from Committee members touched on topics including whether students would have to lease I-Pads through the school or could use their own; how the devices work with various types of thinking; advantages identified during this year's pilot program; the findings of a much larger pilot program in a Minnesota high school; issues of distraction; other devices that were considered; how to assess the impact and effectiveness of instruction using I-Pads; and whether electronic devices would reduce textbook costs.</p> <p>B. Wilson invited the audience to comment and ask questions.</p> <p>Ruth Collins (Blueberry Lane, Hamilton) said she disagrees with some of the Committee's decisions at its prior meeting but thanked members for their earnest, hard work. She spoke highly of use of laptops in classrooms, based on her professional experience teaching at the university level, and asked why I-Pads were chosen instead. E. Tracy spoke about the mobility that I-Pads offer; B. Menegoni spoke of the ease and speed with which I-Pads can be put away and/or turned off.</p> <p>D. Safford said requiring families to purchase or lease a device may constitute a tax and asked whether this is legal. She said if the goal is to "level the playing field," those who need I-Pads as a tool could have</p>

them without requiring that every student do so. She spoke of distractions and extended training time her son experienced at another school where I-Pads are in use, and asked about the financial cost of training and the opportunity cost of distractions. Dr. Harvey said leasing I-Pads would not be mandatory, and "loaners" would be on hand in classrooms. B. Menegoni described how other districts handle this.

John Mulvihill (Arbor St., Wenham) said excellent teachers and mentors are an asset of this district and expressed concern that extensive use of I-Pads might diminish students' relationships with teachers. E. Tracy said that the devices would be available but not omnipresent, and teachers would help students learn to construct arguments and develop of a sense of what online information is and is not valuable. B. Lawrence spoke enthusiastically about the devices and called them a powerful tool.

Louise Brown (Essex St., Hamilton) expressed concern about adolescents' distractibility and asked how the faculty would teach with I-Pads without letting students become distracted. She expressed concern also that developing such strategies after the program is introduced might cause some students to "lose a year." B. Menegoni said HWRHS already allows students to use mobile devices in the classroom, and teachers already use related classroom management strategies.

Ariana McDonough (Rust St., Hamilton) requested a clear statement online that parents can opt out of the program; asked whether further assessment could take place before broad implementation; said teachers and students can do creative things without the devices; expressed concern that they might especially distract students who are not highly motivated; and suggested limited use of the devices, in particular subject areas and/or for students who especially need them.

A (Bay Rd., Hamilton) resident spoke favorably about the 1 > 1 program and her daughter's use of an I-Pad in school as part of her individualized education plan. She expressed concern about requiring families to pay a fee for an element of public education, and asked how teachers would be held accountable for using the devices in ways that go beyond posting assignments online. E. Tracy spoke about expectations, documentation and other contractual issues.

B. Wilson asked whether others would like to speak; no one responded. He ended the public comment period.

Discussion of E&D Reserve and treatment of excess state revenue

Hamilton Board of Selectman chair Scott Maddern and Committee members discussed that board's letter to the Committee about SC policy about returning funds to the Towns if state revenue exceeds the budgeted level. Discussion touched on topics including the timeline for

state certification of the district's excess funds versus the timeline for the Towns to set tax rates; staff time spent this year on related issues; and the existing policy. J. Sands noted that the Committee previously asked him to draft a recommendation. B. Wilson recommended that due to the late hour, the Committee discuss the Board's letter in more depth at a future meeting.

B. Dery said the issues have been discussed at length, and he advocated making a decision promptly.

BILL DERY MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE SET A POLICY FOR YEAR END EXCESS MONEY AS FOLLOWS: ALL MONIES, IRRESPECTIVE OF SOURCE, THAT IS CONSIDERED TO BE IN EXCESS AT THE END OF THE FISCAL YEAR WILL BE CERTIFIED BY THE STATE OF MASSACHUSETTS AND THEN WILL BE USED TO FIRST REPLENISH EXCESS & DEFICIENCY UP TO A LIMIT OF 3 PERCENT OF THE ANNUAL BUDGET, AND THEN THE REMAINDER OF THAT EXCESS WILL BE RETURNED TO THE TOWNS VIA A REDUCTION IN ASSESSMENT FOR THE NEXT FISCAL YEAR. FURTHER, THE E&D FUND WILL REMAIN AT 3 PERCENT AND WILL ONLY BE USED FOR EMERGENCIES DECLARED BY THE HW REGIONAL SCHOOL DISTRICT.

The motion was not seconded.

J. Sands said administrators would not know for 10 to 11 months how much the state would certify as excess & deficiency for FY14. Further discussion touched on topics including the Hamilton BOS's willingness for district officials to take time to carefully formulate a new policy; funds returned to the Towns over the past 3 years; and differing features of returning funds in the current fiscal year or a future year.

Update on last year's audit

J. Sands updated the Committee about the FY13 audit, and referred to PowerPoint slides (which were not projected but which members had received in print prior to this meeting; they are appended to these minutes). His update touched on topics including the overall nature of audit reports and the management letters they include; deficiencies typically identified in management letters; the deficiencies the FY13 HWRHS audit report identified; and which have been resolved and which are in process. He said he would further update the Committee in writing quarterly. A meeting was to take place with the auditors on the morning following this meeting to begin the FY14 audit process. Brief discussion touched on cash reconciliation issues; J. Sands said all but two accounts have been reconciled, and a contractor is to resolve software issues that are delaying reconciliation of the remaining accounts.

Creation of Sub Committees

The Committee discussed whether to approve sub committee assignments drafted by B. Wilson, who noted that he did not receive feedback from all members before assembling that document (which is appended to these minutes). They discussed whether sub committee members or the entire Committee should create the charges for these groups and reached a consensus that the sub committees would do so. J. Sands said some sub committees on the list relate to tasks that are part of his job description and asked for specifics about the sub committees' roles versus his role.

SHEILA MACDONALD MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE APPROVE THE FOLLOWING SUBCOMMITTEES AND THE LISTED MEMBERS WHO WILL SERVE ON EACH OF THE SUB COMMITTEES, WITH CHARGE TO COME:

- i. FACILITIES: BILL DERY, BARBARA LAWRENCE, JEANISE BERTRAND**
 - ii. WARRANT: SHEILA MACDONALD, JEANISE BERTRAND**
 - iii. AUDIT: BILL WILSON, ROGER KUEBEL**
 - iv. NEGOTIATIONS: ROGER KUEBEL, LARRY SWARTZ, BILL WILSON, DEB EVANS**
 - v. POLICY: BARBARA LAWRENCE, SHEILA MACDONALD, LARRY SWARTZ**
 - vi. COMMUNICATIONS: DEB EVANS, STACEY METTERNICK**
 - vii. LEGISLATIVE: STACEY METTERNICK.**
- DEB EVANS SECONDED THE MOTION. THE MOTION PASSED 8-0-0-1.**

SHEILA MACDONALD MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE APPROVE THE FOLLOWING SCHOOL COMMITTEE MEMBERS TO SERVE AS THE SCHOOL LIAISONS FOR THE 2014-15 SCHOOL YEAR:

- i. BUKER ELEMENTARY SWCHOOL: JEANISE BERTRAND**
 - ii. CUTLER ELEMENTARY SCHOOL: BILL WILSON**
 - iii. WINTHROP ELEMENTARY SCHOOL: BARBARA LAWRENCE**
 - iv. MILES RIVER MIDDLE SCHOOL: STACEY METTERNICK**
 - v. REGIONAL HIGH SCHOOL: DEB EVANS**
- BARBARA LAWRENCE SECONDED THE MOTION. THE MOTION PASSED 7-1-0-1. (B. Dery voted no.)**

Policies 1st Reading

Postponed

OLD BUSINESS:

Policies 2nd Reading

Postponed. B. Lawrence asked that the postponed policy matters placed earlier on the agenda of the meeting of May 15.

VOTE TO ADJOURN:

B. DERY MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO ADJOURN. B. LAWRENCE SECONDED THE MOTION. THE MOTION PASSED 8-0-0-1.

The meeting adjourned at 10:04 p.m.

**DOCUMENTS AND EXHIBITS
USED AT THIS MEETING:**

Audit & Management Letter Update dated May 1, 2014 (5 PowerPoint slides)

Letter from J. Sands to Committee dated March 14, responding to FY13 audit Management Letter (4 pages)

2014-2015 HW School Sub Committee assignments (1 page)

Letter from Hamilton Board of Selectmen to HW School Committee
Re policy on return of excess funds

1:1 Learning Timeline (2 pages)

Respectfully submitted,
Ann Sierks Smith

Hamilton-Wenham Regional School District

FIELD TRIP REQUEST

School: Hamilton-Wenham Regional High School Date Submitted: 5/8/2014
 Faculty Sponsor: Kristen Borges Position: 6-12 Social Studies Curriculum leader

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: College Park, Maryland
☐ International Trip (extracurricular only) - Destination: _____

Departure Date: 6/15/2014 Time: 6:00 am Return Date: 6/19/2014 Time: 11:00 pm
 Number of Students Eligible: 10 Class/Group: National History Day Competitors
 Faculty Sponsor: Kristen Borges
 Other Faculty/Staff chaperones: Tyler Walker
 Other chaperones: _____
 Mode of Transportation: Coach Bus Number: _____
 Airlines/Flight/Ground Transportation: _____

II. Estimated Expenses

1. Transportation Cost: <u>\$40.00</u>	6. Financial Assistance Available? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2. Admission Charges: <u>\$455.00</u>	7. Other Sources of Funding? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3. Lodging & meals cost: <u>included - Room + Board</u>	8. Amount Available: \$
4. Other (specify):	9. Are Student Activity Funds being used? <input type="checkbox"/> Yes <input type="checkbox"/> No
5. Total student cost: <u>\$495.00</u>	10. If yes, amount being used: \$

III. Attachments

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

IV. Approvals

Department Chairperson or Field Trip Requestor: Kristen Borges Date: 5/8/2014
I have read the School Committee Policy H8015 on School Sponsored Field Trips and meet all policy requirements

Principal: [Signature] Date: 5/9/14
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: _____

Field Trip Procedures:

Teachers planning field trips must speak with the principal and obtain permission before making any arrangements. The following steps must be followed in finalizing arrangements for a school field trip.

1. Discuss plans with the Curriculum Coordinator of your Department, obtain verbal permission.
2. Discuss plans with the Principal and obtain verbal permission, complete the Field Trip Request form and return it to the Principal
3. Principal's Secretary will get quotes from the bus company and let you know the cost of the bus(es). ***Please do not call the bus company***
4. Email all staff to let them know about your field trip. Give teachers information including date and time and student names
5. At least two weeks before your field trip, collect money, submit paperwork necessary to the Principal's Secretary for deposit and she will then be able to cut a check to pay for necessary field trip expenses
6. Take your list of students to the nurses office to obtain the emergency card information on each student.
7. 2-3 days before your field trip, email staff the names of the students going on the trip once again.
8. On the day of the field trip, take attendance using your email list, make any changes based on student absences and return the list to the Assistant Principal's Secretary. Please be sure she has your cell phone number in case of an emergency.

No field trips may be scheduled during the last week of the 1st and the 3rd marking period and two weeks prior to the end of a semester. See Appendix G for more information on field trip approval procedures.

May 12, 2014

To: Parents of National History Day Students
From: Kristen Borges
Re: National History Day

Dear Parents,

Congratulations on the great accomplishment of your child in achieving the national level of competition of National History Day. Our students are now in the top 1500 projects out of an original 600,000 students who entered!

The cost of attending History Day is \$495.00 (\$455 to the nationals online, and \$40 to the state coordinator for the bus, etc.) As mentioned in the material your child received, the competition is June 9-13. The competition for the middle school students is Monday, June 16, with the competition for the finalists on Tuesday evening. Tuesday, June 17 is the first round of competition for the high school students, with the run-offs for the finalists on Wednesday, June 13. We will be touring Washington D.C. for the high school students on Monday, June 16, and for the middle school students on Tuesday, June 17. We plan to attend a baseball game at Nationals Park on Tuesday evening and we hope to do an evening tour of monuments on Wednesday in Washington. We will be traveling home after the awards ceremony on Thursday, June 13. Ms. Borges and Mr. Walker will be accompanying our students in College Park and chaperoning the students from Massachusetts the entire time.

There are about 60 students and 15 chaperones from all the Massachusetts schools traveling to Washington (College Park) on two coach buses for the competition. All student equipment, luggage, and props will fit on the buses. The Massachusetts students and chaperones will be staying in dorms but we are unsure about which dorm at this point. It is the teachers' expectation that students will ride to Washington and back on the bus and stay in the dorm with the other members of the Massachusetts delegation. Keeping the students together makes it easier to coordinate events with all the students from our state. We have meetings for the Massachusetts students and chaperones each evening in the dorm for this purpose. Keeping students together also builds a supportive, positive spirit that helps everyone feel part of the group. If you intend for your child not to ride on the bus or not stay in the dorm, please send an email or give me a call. As mentioned in the other material you received, parents are welcome to attend the competition as well as any of the tours around Washington.

I've attached NHD's *Student Standards of Conduct* and *Refund Policy* to this letter. Please read through the documents and sign the attached sheet indicating you are aware of the expectations and policies.

We are planning a meeting for parents on Thursday, May 14 at 7:00pm in Room 100. If you have questions in the meantime, send me an email (k.borges@hwschools.net).

Thank you so much for the support you give your child and the other students. It certainly is wonderful to see good things happen when students work so hard!

Sincerely,


Kristen Borges

☐

I affirm I have read the National History Day *Student Standards of Conduct* and *Refund Policy*. I am aware of the consequences if my student violates the Student Standards of Conduct. I am also aware of the refund policy dates.

Signature

Date

Print Name

Security Plan for National History Day Competition University of Maryland, College Park, Maryland

- A 10 to 2 ratio of chaperones/teachers to student as per rules of Hamilton-Wenham School Sponsored field trip policy.
- Chaperones are Kristen Borges and Tyler Walker History Teachers at the High School and Middle School.
- Both chaperones have cell phones and numbers have been shared with the parents.
- Students check in with their teacher every time we move, transition or need to disperse information.
- A strict itinerary/timeline/schedule of events has been shared with students and parents.
- Name of dorm and information has been provided to parents.
- All meetings are held in the dorm where students will be staying.
- University of Maryland security will patrol hotel hallways in the evening.
- All students are scheduled throughout the day in meetings with a strict curfew for night.
- Bed check will take place each night after curfew.
- Some parents will be accompanying their students on this trip.

EXPECTATIONS OF DORM CHAPERONES

Chaperones must be familiar with the rules and policies for dormitory occupants listed on the preceding *Student Standards of Conduct* page. Chaperones have the following responsibilities:

- Chaperones are responsible for the behavior of the students in their charge according to the published rules. Hence, chaperones will stay in the same building with their students. They will be generally available while the students are in the residence halls so that any rule infractions by their group can be handled in a timely manner.
- Chaperones are responsible for enforcement of published rules with any NHD student participant throughout the campus community during their stay.
- Should a chaperone encounter problems, the first contact will be the Chaperone Coordinator designated by NHD (for that particular building).
- Chaperones act as liaisons between NHD and University of Maryland staff. They will be working in cooperation to confront problems as they are encountered in the residence halls.
- Chaperones will be visible on the floor where their students are lodging both at curfew time and afterwards. Chaperones should make sure that students are in their rooms or in the lounge on their floor at curfew time and afterwards and that they observe "quiet hours" from 12:00 AM to 7:00 AM.
- Chaperones will assist the Chaperone Coordinator in clearing the lobby, elevators, stairwells, and other public areas at curfew time. This system will be worked out by the Chaperone Coordinator and the chaperones at the start of the group's stay at the University of Maryland.

Chaperones, the Chaperone Coordinator and/or University of Maryland staff can make a recommendation to the NHD Executive Director for disciplinary action to be taken against any NHD student, including being asked to leave the dormitories, immediately being sent home at his or her parents' expense, financial restitution, and disqualification from the National History Day contest.

STUDENT STANDARDS OF CONDUCT

Students are expected to conduct themselves, both in person and online, in a manner that brings credit to themselves, their schools, and the affiliates they represent. Chaperones are responsible for the behavior of the students in their charge.

NHD Rules and Policies for NHD Participants

National History Day is concerned not only for the safety and well-being of students, but also for upholding the wishes of parents, teachers, school principals, and the many supporters who have a vested interest in the students' participation. As guests at the University of Maryland, you are expected to abide by the same rules the University has established for its students. To ensure that your stay is pleasant and trouble-free, you must observe the following rules:

1. You may not physically harm, threaten to harm, or harass any person, including provoking and/or engaging in physical fights or malicious pranks.
2. Alcoholic beverages or other drugs are expressly prohibited except those prescribed by a doctor.
3. Possession of any weapons, firecrackers, or other flammable materials is prohibited.
4. You may not tamper with the fire system or fire safety equipment. You may not set or fuel a fire of any size.
5. You are responsible for complying with the requests of all chaperones and University of Maryland officials, including cooperating in cases where you are aware of rules being broken by other students.

For Students Staying In Dorms

6. Male students are not permitted to visit female students in their dormitory rooms and vice versa. Socializing may take place in the lounges of the residence halls as well as on the rest of the campus.
7. You may not yell from or hang out of room windows. You may not throw or drop objects from room windows.
8. Curfew is midnight every night and will be strictly enforced. That means you should either be in your room or (with the permission of your chaperone) in the lounge on your floor. If any chaperone asks you to go to your room, you should go.
9. You may not enter other students' rooms without their invitation or explicit permission.
10. You may not create excessive noise or disruptions that interfere with National History Day activities and/or operation of the dormitories. Quiet hours will be observed from 12:00 AM to 7:00 AM every day. During this time, please be especially quiet and considerate to allow others to sleep.
11. You may not bring any animals into the dormitory except when required to assist persons who are physically challenged.
12. You may not cook except in the designated kitchen areas.

Students who violate any of these rules will be subject to punishment, up to and including: being asked to leave the dormitories, immediately being sent home at their parents' expense, financial restitution, and disqualification from the National History Day contest.

NOTICE -- NOTICE -- NOTICE

Campus police are advised that all students unaccompanied by an adult must be in the residence halls by midnight each night.

REFUND POLICY

If a participant (student, parent/guardian, teacher, etc.) is unable to attend the national contest due to unforeseen circumstances, please contact the NHD Business Manager at 301-314-9739 or lorena@nhd.org.

Every effort will be made to accommodate the cancellation and refund of your housing, meals, or any extra contest fees.

If a cancellation request is received prior to June 1, NHD will provide a full refund for housing, meals, and extra contest fees, minus an administrative fee of \$45. Registration fees are non-refundable.

Partial Refund

After June 1, NHD reserves the right to charge the participant a fee equal to 25% of the charged amount.

After June 9, no refund of fees will be provided.

Cancellation/Refund Requests

Please email a request for cancellation/refund to lorena@nhd.org.

Cancellations or refund requests must contain the following:

- first name & last name
- address
- telephone number
- email address
- List of charges that were paid (registration costs, housing, meals, extras). This list of charges must be identical to the information originally submitted in your registration.

Please provide current contact information in case questions arise regarding your cancellation/refund request. Write "National Contest Cancellation/Refund" in the subject line of your email. You may call 301-314-9739 to confirm receipt of email one business day after you send it.

National History Day 2014 Contest Schedule

(Subject to change)

Sunday, June 15

<u>Event</u>	<u>Location</u>
9:00 a.m. - 8:00 p.m.	Registration; exhibit set-up
6:30 p.m.	Welcome ceremony

Stamp Student Union:
Colony Ballroom; Grand Ballroom
McKeldin Mall

Monday, June 16

8:00 a.m. - 9:30 a.m.	Late Registration – Juniors	Stamp Student Union
8:00 a.m. - 3:00 p.m.	Late Registration – Seniors	Stamp Student Union
9:00 a.m. - 4:00 p.m.	Teacher Workshops	Shoemaker 2102
10:00 a.m. - 4:00 p.m.	Judging – Juniors	See entry list for locations
5:30 p.m. - 8:00 p.m.	Exhibit set-up – Seniors	Grand Ballroom
	Public viewing – Exhibits	
7:30 p.m. - 10:30 p.m.	Teachers' Social	Adele's Restaurant
7:30 p.m. - 10:30 p.m.	Student dance	Reckord Armory

Tuesday, June 17

8:00 a.m. - 9:30 a.m.	Late registration – Seniors	Stamp Student Union
8:00 a.m. - 9:30 a.m.	Exhibit set-up – Seniors	Grand Ballroom
9:00 a.m. - 3:00 p.m.	Teacher Workshops	Shoemaker 2102
10:00 a.m. - 4:00 p.m.	Judging – Seniors	See entry list for locations
7:00 p.m. - 9:00 p.m.	Public viewing – Exhibits	Grand Ballroom
5:00 p.m. - 10:00 p.m.	Junior Performance and Documentary finals	Stamp Student Union

Wednesday, June 18

8:30 a.m. - 12:30 p.m.	Senior Performance and Documentary finals	Stamp Student Union
9:00 a.m. - 5:00 p.m.	Public viewing – Exhibits	Grand Ballroom
10:00 a.m. - 7:30 p.m.	Exhibits Displayed at NMAH	Washington, DC
5:00 p.m. - 7:00 p.m.	Exhibit take-down	Grand Ballroom
5:00 p.m. - 7:30 p.m.	"National History Night"	NMAH, Washington, DC

Thursday, June 19

7:00 a.m. - 8:30 a.m.	Exhibit take-down	Grand Ballroom
8:30 a.m. - 12:00 p.m.	Awards Ceremony	Comcast Center
12:00 p.m. - 1:00 p.m.	Pick-up Certificate Packets	Heritage Hall, Comcast Center
	Exhibit take-down	Grand Ballroom
1:00 p.m. - 3:00 p.m.	Check out of residence halls	



I. Consent to Participate in Voluntary Field Trip

Location of Trip

Date(s)

I agree to release and hold harmless the Hamilton-Wenham Regional School District, the members of the School Committee and its officers, agents, and employees (herein referred to as "District") from any and all liability for personal injuries to my son/daughter or other damage to personal or property that might result in any way from his/her voluntary participation in the activity and fully release the "District" and its employees from any liability in connection with those decisions.

I, _____ parent/legal guardian, give
(Please Print)

permission to the Hamilton-Wenham Regional School District staff or chaperones to act on my behalf
for _____ in the event of a medical emergency.
(Student's Name Please Print)

(Student's Name Please Print)

Are there any changes, or new information needed to the Emergency Contact Form that the School District has on file? Yes _____ No _____

If Yes (new information)

Will medication be required during the field trip? Yes_____ No_____

Please Describe: _____

As per the Hamilton-Wenham Regional School District Policy on Medications (H8010), students may not carry any medication (prescription and non-prescription) on a field trip. If medication is necessary, school personnel must carry the medication and dispense it to the student. Written instruction signed by the student's physician must be on file with the school. These instructions must include the diagnosis, name of medication, dosage, and time of administration. Medication must be in the original labeled container.

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.

Updated 2.12.14



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

III. Consent & Release

I further affirm that I have read this Consent & Release Form and that I understand the contents of the form. I understand that my child's participation on this trip is voluntary and that my child and I are free to choose not to participate in said field trip. By signing this form, I grant permission for school personnel to administer medication to my child as prescribed by his/her physician. I also affirm that I have decided to allow my child to participate in the voluntary school-sponsored field trip with full knowledge and acceptance of the provisions of this consent and release form. In signing this form I fully release the Hamilton-Wenham Regional School District Committee and its officers, agents, and employees (hereafter referred to as "District") from any liability in connections with those decisions and provisions:

1. That the Hamilton-Wenham Regional School District Policy on Medications will apply to a student who needs to be administered medication while on a field trip.
2. That Hamilton-Wenham Regional School District policies on student behavior and Student Handbook Rules & Regulations apply to all PK-12 field trips.
3. That the School Committee reserves the right to cancel a trip up to the departure date or to recall a trip in progress due to safety concerns or any other reason deemed appropriate by the School Committee
4. That a parent/guardian may lose any and/or all of the funds he/she/they have expended for the voluntary trip.
5. The District shall be forever held harmless for remuneration of any and/or all costs associated with this voluntary trip; and
6. The District will not be liable to anyone for personal injuries, property damage, or financial loss my child or I may suffer in voluntary Hamilton-Wenham Regional School District field trip programs.

Parent/Legal Guardian Signature

Printed Name

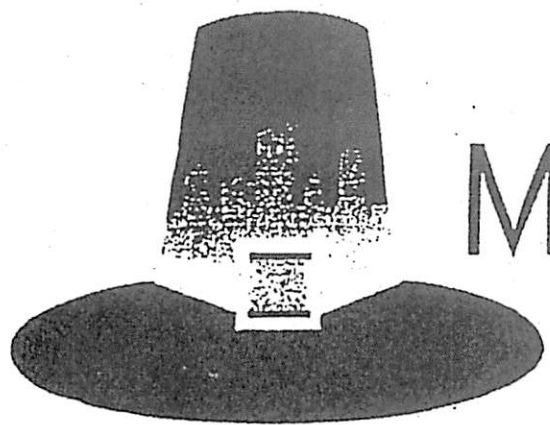
Date

Parent/Legal Guardian of (Student's Name)

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.

Updated 2.12.14



Massachusetts History Day

April 5, 2014

Dear Parents,

Congratulations on the success that your daughter/son has achieved in the National History Day competition! Your encouragement and support have greatly contributed to that success. We encourage you to join us at the national competition at the University of Maryland at College Park. We will be traveling down by bus on Sunday, June 15, and returning on Thursday, June 19, 2014.

Your student has received information on registering for the national contest that also contains information on how you can register. If you are not staying in the dorms, parent registration is not necessary. If you will be joining us on the bus and/or in the dorm, you can return your payment with your student's. **Please return the enclosed checklist either way. If you are staying off campus, feel free to provide us with your contact information.**

Massachusetts travels to Maryland via two coach buses. Students, teachers and parents are most welcome to join us. Most people who have been to nationals would agree that, especially for students, it is a big part of the history day experience. There is plenty of space and we will transport projects, props, equipment and luggage with us. The University provides accommodations for the History Day group in their dormitories. Most of our students and teachers take advantage of the housing, as do some of our parents. Their housing packages also include a meal card.

If you wish to stay in the dorm and/or purchase a meal ticket, you will need to register and pay online. If you wish to take advantage of this option, select **"Lodging & Meal Package 2."** This package includes four nights, four dinners, three lunches, and four breakfasts. There is a link for parents and family to register on the site on which your student will register. The cost is \$350.

While we are at nationals there will be several opportunities for the group to visit our nation's capital. Whether or not you stay in the dorms you are free to join us. More information will be provided in our early June mailing.

Please help your student to complete the online registration. There is a medical form that you will need to help complete. Also please impress upon your daughter/son the need to complete the online process by May 20. If they register late with the national office, they will be charged a late fee by national.

Regarding Fees: Traditionally in Massachusetts, we registered all of our students and teachers, took care of housing and meals as well as transportation. With NHD registration now being done online, you'll register with both National History Day and Mass History Day. We have worked very hard to hold the line on expenses and have only increased our fees slightly in the last several years, in spite of soaring bus rental costs. Registration costs for parents and family members:

To National online -- \$350.00 -- covers room & board (**Only if you are staying in the dorm**)

To Mass History Day -- \$180.00 -- includes bus transportation to and from Maryland and trips into Washington. Include your check with the check list that you return to me. **If you are not going on the bus you owe Mass History Day nothing.** If you wish to purchase a Mass History Day t-shirt a form is enclosed for your convenience. **NOTE: Forms and checks to Mass History Day are due to me by Friday, May 9.**

If you have any questions, please feel free to contact me: 978-751-8275 (home), 978-342-6053, ext. 100 (school), bjones@applewild.org

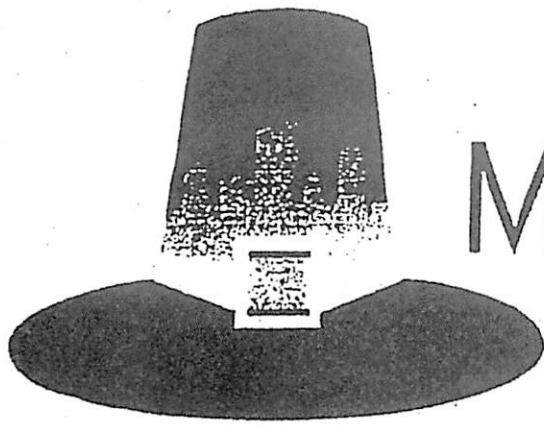
Sincerely,

Bob Jones & Bill Szachowicz
Co-Coordiators, Massachusetts History Day

NOTE: Chaperone information is required for student online registration.

Mail state forms & checks by Friday, May 9 to:

**Bob Jones
Applewild School
120 Prospect Street
Fitchburg, Mass. 01420**



Massachusetts History Day

2014 Massachusetts History Day at Nationals June 15 - 19, 2014

Traditionally at the national contest students from across the nation meet and exchange their unique state pins. We will provide our students with a bag of our pins when we arrive in Maryland. We will also provide them with two t-shirts. If you wish to purchase one of these shirts and show your support for our students, please fill out this form and return it with your checklist. Student participants and teachers receive a shirt at no extra cost. Family members may purchase a t-shirt for \$25.00 each. Please indicate names and sizes.

Your Name _____

Your School _____

Your Size - Circle one

Adult -- XXL XL Lg. MED. SMALL

Extra shirts

Adult-- XXL XL lg. MED. SMALL

**Massachusetts History Day
Bob Jones
Applewild School
120 Prospect Street
Fitchburg, Mass. 01420**

National History Day 2014

Checklist

PARENT

Parent Name(s): _____

Email: _____

I (we) am going to National History Day with my child YES NO

IF YES, FILL OUT THE REST OF THIS FORM:

_____ This form

_____ Check for \$180.00 payable to "Massachusetts History Day" (fee is
explained in your letter). ONLY IF YOU ARE TRAVELING WITH US.

_____ T-shirt order form (if you are interested) with check for \$25.00.

_____ Self-addressed, business size stamped envelope (for early June mailing)

I am traveling on the bus YES NO

I am staying in the dorm YES NO

Roommate Preference _____

If you are going to Nationals and not staying in the dorm you are still invited to
join us for our trips into Washington, D.C.. More information to come in the early June
mailing.

**Please return this form, check & self-addressed stamped envelope to
me by Friday, May 9, even if you are not going. Thank you.**

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT D
D4025

BONDED EMPLOYEES AND OFFICERS

The District Treasurer and Assistant Treasurer shall be bonded in their individual capacities. The cost of these bonds shall be paid by the District.

The District shall maintain a blanket-bond under its general insurance policy for all other employees. The cost of this blanket bond shall be paid by the District.

LEGAL REFS: M.G.L. 40:5; 71:16A

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT E

ENERGY CONSERVATION

The District shall promote the wise use of energy, water and other natural resources. To this end, the District shall:

1. Support conservation and efficiency in the use of electricity, gas, oil, water and other resources;
2. Maintain and enhance present resource conservation measures;
3. Develop initiatives to make infrastructure improvements that take advantage of technological advances to conserve resources;
4. Work to educate staff and students about the benefits of and opportunities for resource conservation and the use of alternative sources of energy.

Policy Review: 1st Reading: May 1, 2014
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

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

EXHIBIT F

FOOD SERVICE MANAGEMENT

The District will employ appropriate personnel to manage the operation of the food service program in accordance with state and local laws and regulations.

The Food/Service Director shall assign personnel and other resources as required to provide cafeterias at each school that serve lunches to students as required by state laws and regulations. He/she shall also develop procedures and accounting practices to ensure that the food services program receives maximum financial assistance from state and federal sources so that costs to students can be kept at a minimum.

Charges shall be consistent with state laws and regulations to make the school lunch program as self-supportive as possible.

Policy Review: 1st Reading:
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT G

FOOD SERVICE PROGRAM

The District shall maintain a food service program to provide well-balanced meals to all its students. The District participates in the National School Lunch Program to provide free and reduced price lunches to eligible students. The Superintendent shall ensure that the food services program conforms to all applicable federal and state laws and regulations and that notice of program eligibility guidelines and applications for free and reduced price meals are made available to all members of the school community.

The Nursing Coordinator will work with the Food Services Supervisor to accommodate those students with documented dietary restrictions who have a nursing health care plan.

Legal References:

42 U.S. Code – Chapter 13 – School Lunch Programs, §§ 1751j, as amended

42 U.S. code – Chapter 13A – Child Nutrition, §§ 1771-1793, as amended

Child Nutrition Programs administered by MA DESE

Policy Review: 1st Reading:
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel

(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT H

FREE AND REDUCED COST LUNCH

The District will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the District receive proper nourishment.

In accordance with guidelines for participation in these programs, and in accordance with the wishes of the Committees, no child whom a teacher believes is improperly nourished will be denied a lunch or other food simply because proper application has not yet been received from his parents/guardians.

As required by state and federal regulations, the School Committee approves a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

LEGAL REFS:

42 U.S. Code-Chapter 13-School Lunch Programs, §§ 1751 – 1769j, as amended

42 U.S. Code-Chapter 13A-Child Nutrition, §§ 1771-1793, as amended

M.G.L. 15:1G; 69:1C; 71:72

Policy Review: 1st Reading: May 1, 2014
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel

(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT I

RECYCLED PRODUCT PROCUREMENT

In recognition of the need to make more efficient use of our natural resources, create markets for the materials collected in recycling programs, reduce solid waste volume and disposal costs, and serve as a model for private and public institutions, the Hamilton-Wenham Regional School District is committed to purchasing products which are environmentally preferable and/or made of recycled materials whenever such products meet quality requirements and are available at reasonable prices and terms.

To the maximum extent practicable, the following standards should be adhered to:

For all purchases of printing and writing paper for in-house use or custom printed materials by professional printers, including copier paper, offset paper, forms, stationary, envelopes, tablets, notepads and file folders, the minimum content standards shall be no less than 30% post-consumer recycled materials to meet the current state and federal minimum standards.

The District shall ensure that all contracts for printing require the inclusion of an imprint identifying the recycled content of paper whenever practicable, along with the recycling symbol.

Policy Review: 1st Reading: May 1, 2014
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT J

H8022

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

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

1. The activity has the approval of the Superintendent or his or her designee.
2. The owner of the vehicle being used in transporting students has filed evidence with the Superintendent of personal liability insurance coverage on the vehicle in the amounts of \$100,000 - \$300,000 or more.
3. The parents/guardians of students to be transported in this manner has been fully informed as to this means of transportation and signed a statement to this effect.
4. The driver is over the age of 21.

January 26, 2010 May 22, 2012 May 22, 2012 MASC

Policy Review: 1st Reading: April 3, 2014
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel

(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT M

PASSING A SCHOOL BUS ON SCHOOL PROPERTY WHILE IT IS LOADING OR DISCHARGING
STUDENTS

While school buses or vehicles designated as such are loading or discharging students in school yards, the driver will illuminate the flashing red lights.

While these lights are on, no vehicle is permitted to pass the school bus or buses.

Staff members and bus drivers are not allowed to direct vehicles to pass school buses while the flashing red lights are illuminated.

In the event that a police officer or Registry of Motor Vehicles officer is present, the bus driver at the direction of the on-site officer may shut off the flashing red lights. The officer may direct vehicle traffic to pass a bus while it is loading or discharging students. This is the only time vehicles are allowed to pass a school bus while it is loading or discharging students.

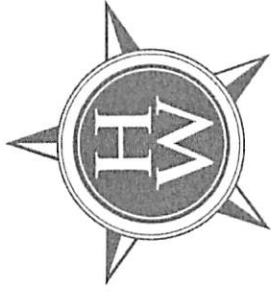
Policy Review: 1st Reading: May 1, 2014
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

EXHIBIT K



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

FY14 Forecast

School Committee Meeting

May 15, 2014

Prepared by:

Jeffrey D. Sands, Assistant Superintendent for Finance & Administration
Vincent Leone, District Accountant



FY14 Forecast – Actuals as of 04/30/14

Overview & *Key Assumptions*

- Salary Costs
 - Incorporates Actual Costs through 04/30/14 plus all known encumbrances.
 - Includes forecasted values for all Costs not automatically encumbered through June 30, 2014 including; long term substitutes (current and projected), daily substitutes, overtime, etc.
- Operating Costs
 - Incorporates Actual Costs through 04/30/14 plus all known encumbrances.
 - Assumes Healthcare Costs will end the year \$876,000 favorable to Budget.
 - Includes estimated values for all Costs not automatically encumbered through June 30, 2014 including; school discretionary spending; transportation, out-of-district tuition, maintenance, technology, etc.

Our current Projection (10 months of Actuals plus 2 months Forecasted) anticipates that we will end the Fiscal Year ~\$896,000 favorable to Budget.



FY14 Forecast – Actuals as of 04/30/14

Annual Forecast as of April 30, 2014
83% of Fiscal Year
80% of School Year

By School	FY13 Budget	FY13 Actual	FY14 Adj. Budget	FY14 YTD+E	FY14 YE Projection	FY14 Over/Under
Buker	\$2,419,801	\$2,221,203	\$2,223,668	\$2,138,056	\$2,184,518	\$39,150
Cutler	\$2,410,738	\$2,356,207	\$2,503,402	\$2,511,522	\$2,554,704	(\$51,302)
Winthrop	\$2,709,917	\$2,787,223	\$2,876,304	\$2,932,823	\$2,965,386	(\$89,082)
MRMS	\$4,176,508	\$4,057,510	\$3,996,878	\$3,859,053	\$3,975,399	\$21,479
HWRHS	\$6,272,847	\$5,491,672	\$5,939,138	\$5,541,505	\$5,700,047	\$239,090
Athletics	\$255,160	\$218,756	\$301,856	\$260,341	\$283,372	\$18,484
Special Ed	\$2,735,183	\$2,317,943	\$2,575,724	\$2,571,135	\$2,704,800	(\$129,076)
Central Office	\$2,304,113	\$2,295,293	\$2,296,395	\$1,963,043	\$2,185,640	\$110,755
Fringe Benefits	\$4,189,001	\$4,053,857	\$4,498,518	\$3,074,300	\$3,625,349	\$873,169
Maintenance	\$739,733	\$811,109	\$474,833	\$403,622	\$504,571	(\$29,738)
Technology	\$671,565	\$569,634	\$607,070	\$649,194	\$713,877	(\$106,807)
Total:	\$28,884,564	\$27,180,406	\$28,293,786	\$25,904,593	\$27,397,665	\$896,121

By DESE Category	FY13 Budget	FY13 Actual	FY14 Adj. Budget	FY14 YTD+E	FY14 YE Projection	FY14 Over/Under
Administration	\$1,111,485	\$983,982	\$1,093,916	\$842,570	\$983,822	\$110,094
Capital, Operations, Maintenance	\$1,952,633	\$2,030,889	\$1,725,331	\$1,536,531	\$1,757,945	(\$32,615)
Guidance, Counseling, Testing	\$1,120,825	\$946,480	\$1,050,590	\$1,046,468	\$1,071,774	(\$21,183)
Inst. Materials	\$899,007	\$836,642	\$724,033	\$679,964	\$822,176	(\$98,143)
Instructional Leadership	\$1,936,711	\$2,048,309	\$2,287,461	\$2,223,275	\$2,354,529	(\$67,068)
Insurance, Retirement, Other	\$4,247,124	\$4,118,427	\$4,569,318	\$3,147,572	\$3,702,622	\$866,696
Other Teaching Services	\$2,528,302	\$2,365,514	\$2,520,340	\$2,323,614	\$2,413,880	\$106,460
Prof. Dev.	\$213,566	\$174,894	\$130,899	\$65,837	\$117,064	\$13,835
Pupil Services	\$1,551,673	\$1,492,722	\$1,615,120	\$1,591,104	\$1,644,097	(\$28,978)
Teachers	\$11,912,912	\$10,781,781	\$11,066,488	\$10,856,218	\$10,876,235	\$190,253
Tuitions	\$1,410,325	\$1,400,766	\$1,510,290	\$1,591,440	\$1,653,521	(\$143,231)
Grand Total	\$28,884,564	\$27,180,406	\$28,293,786	\$25,904,593	\$27,397,665	\$896,121

An Overview of the Massachusetts Curriculum Frameworks Incorporating the Common Core State Standards (CCSS)

Dr. Celeste Bowler

Assistant Superintendent for Learning

May 2014

Common Core State Standards

Historical Information

Relationship to Massachusetts Frameworks

Examples from Frameworks

Resources

Development of the Standards

- The **Common Core State Standards Initiative (CCSSI)** was a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).
- Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories, and the District of Columbia committed to developing a common core of K-12 English Language Arts (ELA) and Mathematics standards.

Common Core State Standards Initiative

- State-led effort to:
Establish a shared set of clear educational standards for English language arts and mathematics that states can **voluntarily** adopt.
- Coordinated by:
National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO)
- To ensure:
All students are prepared for success in postsecondary education and workforce.
All students receive a high quality education consistently.

The Common Core Standards

The Standards define the knowledge and skills students must have within their K-12 education so that they graduate from high school able to succeed in entry-level, credit-bearing academic college and in workforce training programs

Include:

College and Career Readiness Standards (CCR)

K-12 Standards in English Language Arts and Mathematics

Stakeholders

- **Developed in collaboration with:**
 - Teachers
 - School administrators
 - Education experts
- **Supported by:**
 - College Board, ACT
 - National PTA
 - American Association of School Administrators
 - State Higher Education Executive Officers
- **Received feedback from national organizations:**
 - National Education Association (NEA)
 - American Federation of Teachers (AFT)
 - National Council of Teachers of Mathematics (NCTM)
 - National Council of Teachers of English (NCTE)

Public Comment

- For Immediate Release: Monday, June 14, 2010
- Public Invited to Review and Comment on Common Core State Standards
- Board to Weigh Public Opinion Prior to Vote on Adoption in July
- Adopted in December, 2010

Design of Common Core State Standards

- Focused, coherent, clear and rigorous
- Internationally benchmarked
- Anchored in college and career readiness
- Evidence and research-based

Common Core State Standards:

- Include rigorous content and application of knowledge through higher-order skills
- Build upon strengths and lessons of current state standards
- Are informed by standards in other top performing countries, so that all students are prepared to succeed in a global economy and society

Intentional Design Limitations

The Standards **Do Not**:

- Tell teachers how to teach
- Describe all that can or should be taught
- Define the nature of advanced work for students who meet the Standards prior to the end of high school
- Define the intervention methods or materials necessary to support student who are well below or well above grade level expectations
- Define the range of supports appropriate for English language learners or students with special needs
- Define all skills and knowledge for college and career readiness

ELA: Design and Organization

Three main sections:

- Comprehensive K-5 section
- Two content area-specific sections for grades 6-12:
 - one section for ELA
 - one section for history/social studies, science, and technical subjects
- Three appendices

Each section is divided into strands:

- K-5 and 6-12: Reading, Writing, Speaking, Listening, Language
- 6-12 history/social studies, science, technical subjects

Each strand is headed by a strand-specific set of CCR Anchor Standards.

Common Core Standards

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards

found in each of the strands below

READING Grade Specific Standards

Key Ideas and Details
Craft and Structure
Integration of Knowledge and Ideas
Range of Reading and Level of Text Complexity

WRITING Grade Specific Standards

Text Types and Purposes
Production and Distribution of Writing
Research to Build and Present Knowledge
Range of Writing

SPEAKING & LISTENING Grade Specific Standards

Comprehension and Collaboration
Presentation of Knowledge and Ideas

LANGUAGE Grade Specific Standards

Conventions of Standard English
Knowledge of Language
Vocabulary Acquisition and Use

Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-12

Reading and Writing standards for content area subjects

Foundational Skills

Grades K-5
Print Concepts
Phonological Awareness
Phonics and Word Recognition
Fluency

Appendices

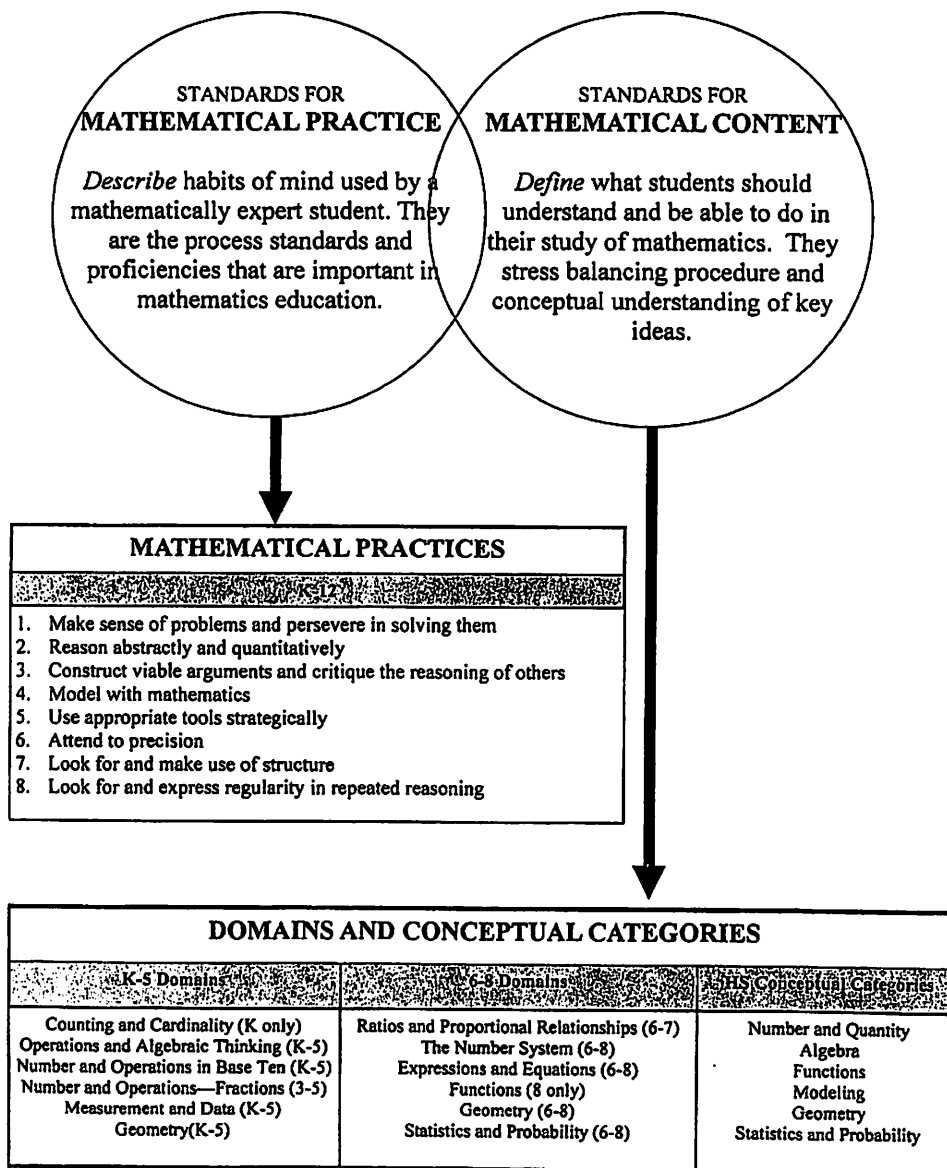
- ⇒ A: Research behind the standards and glossary of terms
- ⇒ B: Text exemplars illustrating complexity, quality and range of reading appropriate and sample performance tasks for various grade levels
- ⇒ C: Annotated samples of students writing at various grades

Mathematics: Design and Organization

- Standards for Mathematical Practice
- Mathematical Content
- Clusters: Groups of related standards.
- Domains: Larger groups of related standards.

COMMON CORE STATE STANDARDS FOR

Mathematics



Massachusetts Curriculum Frameworks Incorporating the CCSS, 2011

- PreK-12
- Standards and features unique to Massachusetts (MA preceding standards)
- MCAS Testing

2011: Changes to MCAS to include the Frameworks began 3 years ago

2012: More changes to include Frameworks

2013: All Frameworks

Design Considerations: MA Frameworks

English Language Arts

- Focus on results rather means
- Focus and coherence in instruction and assessment

Mathematics

- Six Guiding Principles (Learning, Teaching, Technology, Equity, Literacy Across the Content Areas, Assessment)

Example from ELA Frameworks

English Language Arts

RI.5.7

Reading, Informational Text, Grade 5, Standard 7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

English Language Arts

RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

English Language Arts

RI.3.7

Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

English Language Arts

RI.2.7

Explain how specific images (e.g. diagram showing how a machine works) contribute to and clarify a text.

English Language Arts

RI.1.7

Use the illustrations and details in a text to describe its key ideas.

English Language Arts

RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or ideas in the text an illustration depicts).

English Language Arts

MA.7

With prompting and support, describe important details from an illustration or photograph.

Example from Mathematics Frameworks

- Grade 1 crosswalk of 2011 MA Standards and MA 2000 Standards

Crosswalk of 2011 MA Mathematics Standards and MA 2000 Standards

Grade 1

How to read this crosswalk:

The first column of this **Grade 1 Crosswalk** presents the 2011 Massachusetts Curriculum Framework for Mathematics standards for Grade 1. The second column presents related standards from the Massachusetts 2000 Grade-span 1/2. The third column provides informational comments, usually highlighting differences. If there is no appropriate MA 2000 match, the second and third columns are shaded green. This crosswalk is designed as a tool for use by districts and schools as they prepare for the 2012-13 implementation of the Massachusetts 2011 Standards for Mathematics.

When reviewing the crosswalk, please keep in mind that the correlations between standards indicated in the crosswalk could be direct, meaning that the standards contain the same content, or could be partial, meaning that parts of the standards are related. Also note that several MA 2000 standards may be matched to one 2011 standard, and conversely, one MA 2000 standard could be matched to several 2011 standards. If there is no match for the MA 2011 standard at this grade level, then the remaining columns are shaded green, with appropriate comments in the final column.

At the end of this Grade 1 Crosswalk, MA 2000 Grade-span 1/2 standards that are unmatched are presented in three categories. (1) MA 2000 Grade-span 1/2 standards that are matched only at Grade 2 are listed; (2) MA 2000 Grade-span 1/2 standards that match MA 2011 standards at a different grade level, with the best match indicated in the first column; and (3) MA 2000 Grade-span 1/2 standards that do not match any MA 2011 standards.

Grade 1 Introduction

In **Grade 1**, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

The Standards for Mathematical Practice complement the content standards at each grade level so that students increasingly engage with the subject matter as they grow in mathematics maturity and expertise.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Massachusetts Grade 1 (January 2011)	Grade-span 1/2 (MA 2000)	Comment
Operations and Algebraic Thinking		
Represent and solve problems involving addition and subtraction.		
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	2.N.7 Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).	MA 2011 focuses on addition and subtraction within 20 and requires using a symbol for an unknown number in an equation
1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	2.N.12 Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations. 2.P.6 Write number sentences using +, −, <, =, and/or > to represent mathematical relationships in everyday situations.	MA 2011 requires addition of 3 whole numbers whose sum is less than or equal to 20.
Understand and apply properties of operations and the relationship between addition and subtraction.		
1.OA.3 Apply properties of operations as strategies to add and subtract. (Footnote: <i>Students need not use formal terms for these properties.</i>) Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)		This standard is new in MA 2011
1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	2.N.7 Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).	
Massachusetts Grade 1 (January 2011)	Grade 1/2 Span (MA 2000)	Comment
Add and subtract within 20.		
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	2.N.7 Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).	MA 2011 relates counting to addition/subtraction; MA 2000 included estimation and the difference between estimates and actual calculations

**Crosswalk of 2011 MA Mathematics Standards and MA 2000 Standards
Grade 1**

	2.N.12 Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.	
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	2.N.9 Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems. 2.N.8 Understand and use the inverse relationship between addition and subtraction (e.g., $8 + 6 = 14$ is equivalent to $14 - 6 = 8$ and is also equivalent to $14 - 8 = 6$) to solve problems and check solutions.	MA 2011 requires addition and subtraction within 20 with fluency within 10 and identifies multiple strategies; MA 2011 requires automaticity of number facts in Grade 2
Work with addition and subtraction equations.		
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	This standard is new in MA 2011	
1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.	2.P.5 Construct and solve open sentences that have variables, e.g., $c + 7 = 10$.	
MA.1.OA.9 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.	2.P.6 Write number sentences using $+$, $-$, $<$, $=$, and/or $>$ to represent mathematical relationships in everyday situations.	MA 2011 additional standard: this standard expects students to write and solve equations in problem situations
Massachusetts Grade 1 (January 2011)	Grade 1/2 Span (MA 2000)	Comment
Number and Operations in Base Ten		
Extend the counting sequence.		
1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	2.N.1 Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.	MA 2011 requires counting to 120 starting at any number and representing a number of objects with a written numeral
Understand place value.		
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 1.NBT.2a 10 can be thought of as a bundle of ten ones — called a “ten.” 1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)	2.N.1 Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.	MA 2011 addresses place value with specific reference to numbers between 11 and 19
1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	2.N.4 Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than ($<$, $=$, $>$).	
Use place value understanding and properties of operations to add and subtract.		
1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	2.N.12 Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.	MA 2011 focuses on sense-making strategies (based on place value, properties of operations, and/or relationship between addition and subtraction) for addition and does not include estimation
1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	This standard is new in MA 2011	
Massachusetts Grade 1 (January 2011)	Grade 1/2 Span (MA 2000)	Comment
1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	2.N.12 Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.	MA 2011 focuses on sense-making strategies (based on place value, properties of operations, and/or relationship between addition and subtraction) for subtraction by multiples of 10 and does not include estimation
Measurement and Data		
Measure lengths indirectly and by iterating length units.		
1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	2.M.3 Compare the length, weight, area, and volume of two or more objects by using direct comparison.	MA 2011 focuses on length
1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	2.M.5 Select and correctly use the appropriate measurement tools, e.g., ruler, balance scale, thermometer.	MA 2011 focuses on how to measure length and defines “length unit” as made up of shorter units; MA 2000 requires selection of appropriate measurement tools
Tell and write time.		

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1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	2.M.2 Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.	MA 2011 does not include calendar intervals; See MA 2011 additional standard in Grade 2
Represent and interpret data.		
1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	2.D.2 Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations. 2.D.3 Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.	MA 2011 specifies types of questions to ask and answer and does not require students to gather data
Massachusetts Grade 1 (January 2011)	Grade 1/2 Span (MA 2000)	Comment
Work with money.		
MA.1.MD.5 Identify the values of all U.S. coins; know their comparative values, e.g., a dime is of greater value than a nickel, find equivalent values, e.g., a nickel is equivalent to 5 pennies. Use appropriate notation (e.g., 69¢). Use the value of coins in the solution of problems.	2.N.6 Identify the value of all U.S. coins, and \$1, \$5, \$10, and \$20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to \$5. Use appropriate notation, e.g., 69¢, \$1.35. 2.P.7 Describe functions related to trading, including coin trades and measurement trades, e.g., five pennies make one nickel or four cups make one quart.	MA 2011 additional standard gives students experience with coins in Grade 1; MA 2011 works with money in Grade 2
Geometry		
Reason with shapes and their attributes.		
1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); for a wide variety of shapes; build and draw shapes to possess defining attributes.	2.G.2 Identify, describe, draw, and compare two-dimensional shapes, including both polygonal (up to six sides) and curved figures such as circles. 2.G.3 Recognize congruent shapes.	MA 2011 emphasizes distinction between defining and non-defining attributes
1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Footnote: Students do not need to learn formal names such as "right rectangular prism.")	2.G.6 Predict the results of putting shapes together and taking them apart.	
1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	2.N.3 Identify and represent common fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) as parts of wholes, parts of groups, and numbers on the number line.	MA 2011 introduces the concept of half and quarter through concrete models and includes the decomposition of shapes
MA 2000 Grade-Span 1/2 Standards Matched at Grade 2		
The following Grade Span 1/2 standards are matched with MA 2011 Grade 2 standards: 2.N.5, 2.N.10, 2.N.11, 2.P.4, 2.G.1, 2.G.7, 2.D.1, 2.M.1, 2.M.3, 2.M.4, 2.M.6		
MA 2000 Grade-Span 1/2 Standards Matched at Other Grades in MA 2011		
MA January 2011 Standards	Grade 1/2 Span (MA 2000)	Comment
3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	2.P.1 Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns. 2.P.2 Identify different patterns on the hundreds chart. 2.P.3 Describe and create addition and subtraction number patterns, e.g., 1, 4, 7, 10, ...; or 25, 23, 21, ...	Matched to MA 2011 Grade 3 standard
4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	2.G.5 Identify symmetry in two-dimensional shapes.	Matched to MA 2011 Grade 4 standard
Grade Span 1/2 Standards Not Matched to MA 2011 Standards		
No MA 2011 match	2.N.2 Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.	
No MA 2011 match	2.M.1 Identify parts of the day, (e.g., morning, afternoon, evening), days of the week, and months of the year. Identify dates using a calendar.	
No MA 2011 match	2.G.4 Identify shapes that have been rotated (turned), reflected (flipped), translated (slid), and enlarged. Describe direction of translations, e.g., left, right, up, down.	
No MA 2011 match	2.D.4 Decide which outcomes or experiments are most likely.	

CCSS Resources

Massachusetts Department of Elementary and Secondary
Education (www.doe.mass.edu)

Achieve The Core (www.achievethecore.org)

Common Core Works (www.commoncoreworks.org)