



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Buker Elementary School
Multi-Purpose Room

Thursday, September 4, 2014
AMENDED 5:17 PM, September 2, 2014

6:30 PM

PROFESSIONAL TEACHER STATUS RECOGNITION 6:30 PM – 7:00 PM

REGULARY SCHEDULED SCHOOL COMMITTEE MEETING 7:00 PM

1. **Call to Order** 7:00
2. **Pledge of Allegiance**
3. **Citizens' Comments** 7:05
4. **Chair's Report** 7:30
5. **Superintendent's Report** 7:45
 - a. Review
 - Opening of School
 - b. Announcements
 - Curriculum Night @ MRMS 6:30 PM-8:30 PM September 15th
6. **Consent Agenda** 7:55
7. **Committee Reports** 8:00
 - a. Audit
 - b. Facilities
 - c. Negotiations
 - d. Policy
 - e. Warrant
 - f. Student Rep.
 - g. Other
8. **New Business** 8:15
 - A. Policies: 1st Reading
 - Student Absences & Excuses Exhibit A
 - Student Complaints & Grievances Exhibit B
 - Student Conduct Exhibit C
 - Student Discipline Exhibit D
 - Student Transportation in Private Vehicles Exhibit E
 - B. Discussion on Proposal from Gale Associates on study for Turf Field Exhibit F & F2
 - C. Report on summer programs Exhibit G
 - D. Report on Technology work and facilities Exhibit H
 - E. FY14 EOY Financial Report Exhibit I
 - F. Finalize School Committee Goals for 2014-2015 Exhibit K
 - G. Discussion on Superintendent's Compensation & Contract renewal
 - H. Ratification of tentative agreement with the Hamilton-Wenham Regional Education Association Exhibit J
9. **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, sexual orientation, age or disability.

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT A

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice

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2nd Reading

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shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

SOURCE: MASC

LEGAL REFS.: M.G.L. [76:1](#); 76:1B; [76:16](#); 76:18; [76:20](#)

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EXHIBIT B

STUDENT COMPLAINTS AND GRIEVANCES

The School Committee recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well-conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community.

The traditional "open door" policy in the public school system will be continued. Students--and their parents and/or guardians--who believe that a student has received unfair treatment may bring forward their grievance. Appeals of individual disciplinary cases will be required to follow the district's policy on student discipline. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances. In general, procedures will begin with the authority imposing the penalty (for example, Principal or teacher) and may ultimately be referred to the Superintendent and on to the School Committee if a policy needs to be approved or changed.

Every attempt will be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner.

SOURCE: MASC

CROSS REF: JIC Student Discipline

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EXHIBIT C

STUDENT CONDUCT

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

SOURCE: MASC

LEGAL REF.: M.G.L. [71:37H](#); 71:37H1/2; 71:37H3/4; 71:[37L](#); [76:16](#); 76:[17](#); 603 CMR 53.00

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EXHIBIT D

STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication and made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

Suspension

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

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The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – Not More Than 10 Days Consecutively or Cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing – Short Term Suspension of up to 10 Days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to

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make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the

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student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

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The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student alleged to have committed one of these acts shall be afforded the same due process rights as for a long term suspension. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

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For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); 71:37H3/4; 76:17; 603 CMR 53.00

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EXHIBIT E

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.

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

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Gale Associates, Inc.

163 Libbey Parkway | P.O. Box 890189 | Weymouth, MA 02189-0004
P 781.335.6465 F 781.335.6467 www.galeassociates.com

April 16, 2014

Mr. Sean Timmons
Director
Hamilton-Wenham Recreation Department
16 Union Street
Hamilton, MA 01982

Re: Proposal for Consulting Services
Athletic Campus Evaluation and Master Plan
Hamilton-Wenham Regional High School
South Hamilton, MA

Dear Mr. Timmons:

Gale Associates, Inc. (Gale) would be pleased to assist the Hamilton/Wenham Recreation Department with an evaluation and Master Plan of the athletic facilities at Hamilton Wenham Regional High School. We understand that the Town is looking to complete an athletic facility improvements project at the high school, and as a first step we have been asked to help define the needs of the athletic campus and provide a Master Plan to understand demands, facility conditions, and opportunities for repair and redevelopment. The Town can use the Master Plan and recommendations therein for public outreach and fundraising for the initial project.

We have prepared a detailed Scope of Services that defines how we would complete this Scope of Services and the project deliverables. This Scope of Services and proposed Milestone Schedule are provided as Enclosure 1. We can begin this project immediately upon receipt of an executed contract, and complete the project within 60 days thereafter.

Gale can complete this Scope of Services for a fixed fee, not to exceed \$8,000.00, which reflects the tasks to be completed and the corresponding level of effort we anticipate.

The proposed project team would include:

- | | |
|-------------------------------------|----------------------------|
| • Project Director | Mr. William J. Seymour, PE |
| • Project Manager | Mr. John M. Perry, PE |
| • Project Engineer/Athletic Planner | Ms. Lindsey Barbee, EIT |

Gale has completed over one hundred high school athletic campus assessments and redevelopments within the past fifteen years.



Mr. Sean Timmons
 Director
 Hamilton-Wenham Recreation Department
 April 16, 2014
 Page 2

The Scope of Services does not include reimbursable expenses such as mailing, printing, testing, etc., associated with the project. Reimbursable items will be itemized separately, per our Schedule of Fees, and our services will be performed in accordance with our General Terms and Conditions. These documents are included as Enclosure 3. Given the scope of this project, the reimbursable expenses should not exceed \$500.00.

If this proposal is acceptable, please sign below and return one copy to this office for our files and to act as a Notice to Proceed with services under the terms of this agreement. Should there be any questions, please feel free to contact the undersigned.

Thank you for the opportunity to participate in this project.

Very truly yours,

GALE ASSOCIATES, INC.

William J. Seymour for WJS

William J. Seymour, P.E.
 Director
 Civil Engineering Division

WJS/LAB/lad

- Enclosure 1: Scope of Services, Milestone Schedule
- Enclosure 2: General Terms and Conditions, Schedule of Fees (Jan. 2014)

ACCEPTED FOR: Hamilton Wenham Recreation Department

BY: _____
 Name of Authorized Agent

 Signature Date



Enclosure 1

**HAMILTON/WENHAM REGIONAL HIGH SCHOOL
ATHLETIC CAMPUS MASTER PLAN**

PROPOSED SCOPE OF SERVICES

The goals of this project are:

- To evaluate and program the Hamilton/Wenham Regional High School's (HWRHS') requirements for athletic fields currently, as well as in the future, at the high school site.
- To review and update the evaluation of the HWRHS' existing athletic field facilities at the high school as necessary, based on the previous Town-wide master plan. The evaluation considers adequacy, serviceability, safety, accessibility and utility of the facilities.
- To provide master planning, resulting in a well-integrated repair and/or redevelopment plan for the Athletic Complex Property that best meets the needs of the HWRHS and the Hamilton-Wenham Recreation Department.
- To develop a phasing plan over a 12-year period, including a recommendation for a Phase 1 project, based on repair/development costs, scope, needs of the School and Town, and community buy-in.
- To develop a 2-D colored rendering and imagery of the recommended Phase 1 project, for use by the Town and School in fundraising for the project.

This project would be completed in four phases as follows:

- Review of Facilities Assessment and Evaluations
- Facilities Program Development
- Schematic Planning
- Master Plan Report

Phase 1 – Review of Facilities Assessment and Evaluations

Facilities Assessment. Gale will review the athletic field inventory and condition assessment of the existing high school athletic campus as previously provided in the Town-Wide Master Plan completed in 2012. This review will update the current athletic facilities inventory and conditions assessments as they relate to adequacy, safety, accessibility, serviceability, compliance with applicable athletic standards, and the degree to which the facilities represent a near-optimal use of the available space in meeting the HWRHS' athletic field needs.



Base Plan Development. Development of base plans for the site was completed in the Town-Wide Master Plan completed by Gale in 2012. As part of this new project scope, Gale will review the current base plans, and update them with any new information that may be available through Geographical Information Systems (GIS), Town maps, assessors information, and other record information available from the Town. The resultant base plan will be suitable for schematic planning. A detailed survey for design development is not included within this Scope of Services.

Soils Investigation. Gale's licensed soil evaluator will review the available soils data available through the National Resources Conservation Service (NRCS) to gain an understanding of soil classifications, drainage characteristics, and depth to groundwater. While this preliminary information will help make assumptions regarding feasibility of development, a more detailed geotechnical investigation will be required in the future for the final design of any project resulting from this study. These services, in an effort to provide a cost-effective preliminary background investigation, are not included in this Scope of Services.

Phase 2 - Program Development and Community Outreach

With a base plan and site research completed, we will conduct a series of meetings with Town officials and user groups to refine the needs of the school and the Recreation Department. For purposes of this proposal, we assume that these meetings can be accomplished in a single evening.

The intent of these meetings is to establish current demand on athletic facilities (both current and projected), identify shortfalls, establish priorities, verify desired field geometries and desirable amenities (e.g., required on-site storage). We would evaluate the need for general site improvements, such as seating, site lighting, sports lighting, irrigation, concessions, public toilets, turf types, fences, etc. We will evaluate field requirements by user, how they are being met, and shortfalls. We will document scheduled team uses (game or practice) for each field venue, by type and season, to determine whether that level of use can be sustained.

Gale will use the current User Demand Matrix developed during the Town-Wide Master Plan as a baseline for this discussion. As part of this project scope, Gale will update this matrix and produce a design program tabulation with prioritized functional requirements for the athletic campus. We will look for the HWRHS and the Recreation Department to review and concur with this design program prior to the development of design schematics.

Phase 3 - Schematic Design Development and Cost Estimates

Based on our background investigation, site assessment, base plan development and program development efforts, Gale will prepare up to two (2) schematic concept designs for HWRHS' athletic campus development. The schematics will be limited to redevelopment, new development, and expansion opportunities at the HWRHS parcel only. The



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schematics will include the entire athletic campus, and will likely be a combination of several improvements that would likely be phased over time. The schematics will serve as the basis for the Master Plan improvements.

The schematic plans for the athletic campus may be generally based on the following criteria:

- Orientation of the fields in consideration of prevailing winds and sun
- Orientation of the fields so as to maximize the use of available space and meet projected demand and priorities
- Optimal traffic flow (both pedestrian and vehicular)
- Sensitivity to environmental concerns; provide wetlands mitigation and replication, as required (if any)
- Cost effectiveness and efficiency of the proposed redevelopment layout
- Preservation of options for future development
- Localized and general drainage improvements; improvement of stormwater management practices
- Required repairs or improvements to existing facilities
- Improvement of ADA accessibility
- Compliance with applicable governing body, state and federal geometry standards for fields
- Development of hardscape facilities (tennis and basketball, etc.), as called for in the program

Phase 4 - Master Plan Development

Following the development of the athletic complex layout alternatives and major product alternatives, Gale will meet again with HWRHS, Recreation Department, and Town officials to present our preliminary findings and recommendations and to obtain feedback and direction for the preparation of the final layouts.

Based on the comments received, Gale will finalize the Master Plan layouts and cost estimates. Cost estimates will be based upon data collected from having publicly bid over a dozen athletic and recreation redevelopment projects in just the past year. Estimates will include "soft costs," which include engineering and design, permitting and construction administration.

We will then consider the phasing of the Master Plan elements. Phasing will consider priority of need, the need to keep a number of sites fully functional at any given time and fiscal constraints. We will recommend an initial Phase 1 project, and provide a colored 2-D rendering to assist the Town in public outreach and fundraising.



Gale's final submission will be a bound Master Plan that will include the following deliverables:

- An updated Condition Assessment Report from the 2012 Master Plan of the high school athletic campus
- A narrative program that quantifies demands on the facilities, based on known and projected users and programs
- A compiled base plan and constraints mapping for the Campus, based on information obtained through GIS, Town maps, and record information. Site survey is not included in this preliminary phase.
- A design program with identified functional requirements and priorities
- A set of schematic-level plans for concept layout of the high school Athletic Campus Redevelopment and Master Plan elements
- A cost estimate and breakdown for the athletic campus schematics
- A phasing plan for each project and a project timeline for the athletic campus enhancements
- A colored 2-D layout redevelopment plan for the Phase 1 project.
- A permitting requirements list and strategy for the proposed schematics.

The Master Plan will provide the Town with a document that presents comprehensive data in support of the apparent needs and road map for completing the proposed redevelopments over a period of phases. We are fully prepared to assist the Town and HWRHS with the presentation of the Master Plan results at various public forums, as appropriate.

Services not included:

- Existing Conditions Survey
- Soils Testing / Exploration
- Permitting
- Traffic Study
- Hazardous Materials Investigation
- Design beyond Schematic Level

Hamilton Wenham Athletic Campus Master Plan

Sept 2014

Recreation Master Plan

- Completed August 2012
- 11 out of 22 Playing Fields are Currently Overused
 - Flag Football and Girls Soccer have been added since report was completed
- Shortage of 4-5 Athletic Playing Fields

Findings and Conclusions Related to Demand

FIELD USE ANNUAL SUMMARY - ACTUAL TEAM USES								
Field Location	Field	Field Type	Field Rested (Y/N)	Spring Uses	Summer Uses	Fall Uses	Winter Uses	Total Annual Uses
Patton Park	60' Diamond & MPR	60' B / MPR	N	280	170	60	0	510
	90' Diamond	90' B	N	55	10	79	0	144
Pingree Park	Cheeseman	60' B	Y	168	60	0	0	228
	Wildes	90' B & MPR	Y	0	0	233	0	233
	Black	60' B	Y	168	40	0	0	208
Donovan Field	Field 1	60' B	Y	112	40	0	0	152
	Field 2	MPR	N	165	0	102	0	267
Fairhaven Field	Fairhaven Field	MPR	N	198	55	105	0	358
DPW Field	DPW Field	MPR	N	70	0	60	0	130
Iron Rail Fields	Field 7	MPR	N	143	0	132	0	275
	Field 8	MPR	N	143	0	144	0	287
	Field 9	MPR	N	143	0	144	0	287
West Wenham Park	Field 1	MPR	Y	0	10	0	0	10
H-W Regional High School	Game Field	MPR	N	40	0	64	0	104
	Field 1	MPR	Y	0	0	80	0	80
	Field 2	MPR	N	65	0	354	0	419
	Field 3 & 90' Diamond	MPR/90'B	N	90	0	60	0	150
Middle School	Field 1	60' B	N	116	90	90	0	296
Winthrop School	Field 1	60' B	N	116	100	60	0	276
Cutler School	Field 1	60' B	N	158	100	60	0	318
Buker Elementary	Field 1	60' B	N	228	100	60	0	388
	Field 2	60' B	N	126	0	40	0	166



0-150



150-225



> 225

TOTAL = 5,286

Benefits

- Spread out usage
 - Better field maintenance
 - Resting fields
 - Parks can be used for passive recreation
- High School Athletics at H.S.
 - Vars. Baseball, Field Hockey, Tennis, Frosh Soccer, Girls Lax
- Bad weather usage
- No restrictions on use

Turf Fields in the Area

- Beverly
- Salem
- Manchester-Essex
- Danvers
- Peabody
- Gloucester
- Georgetown
- Marblehead
- Wakefield
- Lynnfield
- Winchester
- North Reading
- Reading
- Burlington
- Melrose
- Tewksbury

Gale Associates Proposal

- **Phase 1 – Review of Current Facility Assessment**
 - Facility Assessment
 - Adequacy, Serviceability, Safety, Compliance
 - Base Plan Development
 - Review Base Plans from 2012 Master Plan
- **Phase 2 –Community Outreach**
 - Town and School Officials, Sports Organization, Community Members

Gale Associates Proposal

- **Phase 3 – Schematic Design/Cost Estimate**
 - Two (2) Schematic concept designs
 - Orientation of fields
 - Pedestrian and vehicular traffic flow
 - Sensitivity to environmental concerns
 - Cost effectiveness and efficiency
 - ADA accessibility
 - Drainage improvements
 - Hardscapes (tennis courts, basketball courts, etc..)
 - Repairs or improvements to existing facilities

Gale Associates Proposal

- **Phase 4 – Master Plan Development**
 - Finalization of Master Plan layout and cost estimates based on feedback from Phase 3.
 - Consideration of phasing the Master Plan
 - Priority of need
 - Functionality
 - Fiscal constraints

Total Cost – Amount not to exceed 8K

Since we last met...

- Hamilton BoS – Unanimous Support 2k
- Wenham BoS – Unanimous Support 2k
- HW Rec. Comm. – Unanimous Support 2k

Summer Programs and Activities 2014

Dr. Celeste Bowler
Assistant Superintendent for Learning
September 4, 2014

Coordinated Family and Community Partnership and Engagement Grant



This event is part of
Countdown to Kindergarten 2014

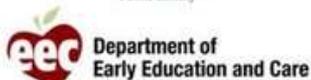
A collaboration between:
Coordinated Family & Community Engagement (CFCE) of Hamilton-Wenham

Getting Ready For School Storytime.



When: Thursday, 8/21/14
Time: 10:30am & 3:30pm
Where: Wenham Museum, 132 Main Street.
Ages: Entering Kindergarten and parent!
Free for Hamilton-Wenham residents and museum members.

Contact Lisa Cheney at 978-468-5489
e.cheney@hwschools.net
www.EarlyChildhoodPartners.Weebly.com



Funded by a grant from the Massachusetts Department of Early Education and Care awarded to the Hamilton-Wenham RSD. 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.



WENHAM MUSEUM

Celebrating Childhood Connecting Generations and Honoring Heritage Since 1922
132 Main Street, Wenham MA 01984 • www.wenhammuseum.org



The traveling play,



D.W.

Counts Down to
Kindergarten!
is coming to a location near you!

Where: Hamilton-Wenham Library
14 Union Street, Hamilton

When: Monday, August 18th

Time: Play begins at 6:30pm

Activities Include:

- *The traveling play, D. W. Counts Down to Kindergarten*
- *School Readiness Activities*

FREE EVENT! RSVP by Thurs., 8/14

Contact: Lisa Cheney

978-468-5489 or e.cheney@hwschools.net

www.EarlyChildhoodPartners.weebly.com

Preference to Hamilton-Wenham residents. Non-residents on a space available basis.



Countdown to Kindergarten 2014

A collaborative effort made possible by Early Childhood Partners/CFCE &



Funded by a grant from the Massachusetts Department of Early Education and Care awarded to the Hamilton-Wenham RSD. 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.



Elementary Reading Programs

Cutler and Winthrop

4 Weeks

36 Students

Buker

5 Weeks

10 students



Club Invention





Miles River H₂O Mentoring Program









The Regional Welcoming the 9th Grade Students





Student Services Extended School Year Programs



HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT

2014 – 2015 School Year
Summer Project Overview
September 4, 2014

Prepared by:

Jeff Sands, Assistant Superintendent for Finance & Administration

Alan Taupier, Director of Technology

Vinny Leone, District Accountant

Overview

I am pleased to report to the School Committee that a tremendous amount of work was completed this summer in the areas of technology, facilities, finance, and operations. As you will see in the slides that follow, the majority of the projects that were approved as part of the FY15 Budget have already been completed. Those that remain open will be addressed in the coming weeks.

I wanted to take a moment to acknowledge all of our staff and to thank them for their hard work, dedication, and commitment to excellence.

Jeff Sands

Asst. Supt for FI and Admin

Technology

- Completed rollout of 1 to 1 iPad Initiative – Students Devices
- Completed rollout of 1 to 1 iPad Initiative – Teacher Devices
- Installed a RADIUS Server to enhance BYOD across District
- Installed Mobile Device Management (MDM) Server to facilitate management of Apple devices across District
- Installed 12 additional Wireless Access Points (AP) at the HS
- Installed 120 Apple TV's to enhance Teacher presentation tools across District
- Deployed 60 ChromeBooks at the MS
- Upgraded all Teacher Computers at the Buker (to Laptops)
- Rolling out 180 new iPads to our Elementary Schools (60 per)
- Repaired numerous SMART Boards across District
- Upgraded the District's primary Internet Service (+100%)

Technology (Concluded)

- Consolidated all Student Health Records to cloud-based SNAP module to improve data access and security for School Nurses
- Deployed Google APPs for Education
- Initiated ASPEN Curriculum Management Module
- Finalized FY14 SIMS and EPIMS Reporting for DESE

Facilities

- Completed the boiler replacement project at Buker
- Completed the boiler replacement project at Winthrop
- Upgraded the Gas Meters at the Buker & Winthrop Schools
- Installed a new Air Handling Unit (AHU) at the High School
- Upgraded the exterior lighting at the High School & Middle School
- Finalized all MA DEP Non-Compliance Letter issues and received Letter of Compliance
- Repaired the School Street side roof at the Buker
- Refinished the gymnasium floors at several schools
- Completed carpet cleaning across the District
- Installed gas meter safety bollards at the Cutler
- Repaired the septic system at the Winthrop
- Installed/hung all athletic banners in the HS gymnasium

Facilities (Concluded)

- Repaired the basketball winch system at the Buker
- Replaced the K-wing hot water tank at the Cutler
- Replaced the washer/dryer units at the MS
- Repaired/replaced numerous AC units in 3 Elementary Schools
- Installed new classroom window shades at the HS & Buker
- Installed new carpets in the administrative areas at the Buker
- Installed new office space for our new Elem and SPED Directors
- Conducted numerous School Inspections & completed related repairs (e.g. boilers, safety systems, fire extinguishers, elevators & lifts, bleachers, gym equipment, septic systems, grease traps, etc.)
- Completed deep cleaning & maintenance at each school building
- Completed tree work at each school incl. dead wood & pruning
- Coordinated upkeep of school grounds as well as routine care and repair of Athletic Fields and Project Adventure Course

Finance & Operations

- Completed the FY14 Year-end Financial Close
- Finalized all FY14 Grant Accounting
- Loaded the FY15 School Budgets into BudgetSense
- Completed FY15 Payroll & Accounting Start-up
- Established District-wide FY15 School Bus Routes
- Managed Phase 1 of the FY14 Annual Audit Process
- Addressed pre-existing Management Letter Issues
- Provided significant support to the implementation of the HS 1 to 1 iPad Program (planning, procurement, financial, etc.)
- Completed District-wide Open Enrollment Program
- Initiated the FY14 DESE End Of Year Report (EOYR)
- Actively assisted in the management of the MSBA Boiler Projects at the Buker and Winthrop Schools



HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT

FINAL FY14 Year-end Close

August 4, 2014

Prepared by:

Jeffrey D. Sands, Assistant Superintendent for Finance & Administration

Vincent Leone, District Accountant



FY14 Actuals – Final as of 08/04/14

Overview

- Salary Costs
 - Incorporates Actual Costs through 08/04/14 plus all known encumbrances.
- Operating Costs
 - Incorporates Actual Costs through 08/04/14 plus all known encumbrances.
 - Healthcare Costs ended the year \$982,000 favorable to Budget.

I'm pleased to report that we have completed a thorough and complete Year-end Closing Process and that the District has ended the Fiscal Year \$1,012,000 favorable to Budget and \$91,000 favorable to Forecast.

As noted above, Healthcare Costs ended the year \$982,000 favorable to Budget which represents 97% of the overall favorable variance for the District. All other Districtwide costs ended the year \$30,000 favorable to Budget.



FY14 Actuals – Final as of 08/04/14

Recap by Budget Category

	FY14	FY14	FY14	FY14
By DESE Category	Budget (1)	Adj. Budget (2)	YTD Act + E (3)	Over/Under
Administration	\$1,093,916	\$1,093,916	\$1,111,166	(\$17,250)
Capital, Operations, Maintenance	\$1,725,331	\$1,725,331	\$1,818,426	(\$93,095)
Guidance, Counseling, Testing	\$1,050,590	\$1,050,590	\$1,056,773	(\$6,182)
Inst. Materials	\$724,033	\$724,033	\$796,111	(\$72,078)
Instructional Leadership	\$2,174,825	\$2,287,461	\$2,325,126	(\$37,665)
Insurance, Retirement, Other	\$4,569,318	\$4,569,318	\$3,603,176	\$966,142
Other Teaching Services	\$2,520,340	\$2,520,340	\$2,395,033	\$125,307
Prof. Dev.	\$130,899	\$130,899	\$104,697	\$26,202
Pupil Services	\$1,615,120	\$1,615,120	\$1,650,771	(\$35,652)
Teachers	\$11,179,124	\$11,066,488	\$10,808,107	\$258,381
Tuitions	\$1,510,290	\$1,510,290	\$1,612,609	(\$102,319)
Grand Total	\$28,293,786	\$28,293,786	\$27,281,995	\$1,011,791
(1) Original SC Approved FY14 Budget				
(2) Original SC Approved FY14 Budget plus Approved Transfers				
(3) YTD Actuals plus Encumbrances as of the August 4, 2014 YE Close				



FY14 Actuals – Final as of 08/04/14

Explanation of Negative Budget Variances

By DESE Category	FY14 Budget (1)	FY14 Adj. Budget (2)	FY14 YTD Act + E (3)	FY14 Over/Under	Primary Variance Driver
Administration	\$1,093,916	\$1,093,916	\$1,111,166	(\$17,250)	Legal Fees
Capital, Operations, Maintenance	\$1,725,331	\$1,725,331	\$1,818,426	(\$93,095)	MA DEP Compliance, Utilities, & Custodial OT
Guidance, Counseling, Testing	\$1,050,590	\$1,050,590	\$1,056,773	(\$6,182)	RHS Guidance OT
Inst. Materials	\$724,033	\$724,033	\$796,111	(\$72,078)	Smartboard Repair/Replacement
Instructional Leadership	\$2,174,825	\$2,287,461	\$2,325,126	(\$37,665)	Principal Salary (MS & Cutler)
Insurance, Retirement, Other	\$4,569,318	\$4,569,318	\$3,603,176	\$966,142	
Other Teaching Services	\$2,520,340	\$2,520,340	\$2,395,033	\$125,307	
Prof. Dev.	\$130,899	\$130,899	\$104,697	\$26,202	
Pupil Services	\$1,615,120	\$1,615,120	\$1,650,771	(\$35,652)	Food Service Program deficit of \$39,427
Teachers	\$11,179,124	\$11,066,488	\$10,808,107	\$258,381	
Tuitions	\$1,510,290	\$1,510,290	\$1,612,609	(\$102,319)	ODD Tuition and 45 Day Placements
Grand Total	\$28,293,786	\$28,293,786	\$27,281,995	\$1,011,791	
(1) Original SC Approved FY14 Budget					
(2) Original SC Approved FY14 Budget plus Approved Transfers					
(3) YTD Actuals plus Encumbrances as of the August 4, 2014 YE Close					



FY14 Actuals – Final as of 08/04/14

Proposed Budget Transfers by Category

- 1.) Transfer \$18,000 from “Prof. Dev” to “Administration”
- 2.) Transfer \$7,000 from “Prof Dev” to “Guidance, Counseling, Testing”
- 3.) Transfer \$94,000 from “Teachers” to “Capital, Operations, Maintenance”
- 4.) Transfer \$73,000 from “Teachers” to “Inst. Materials”
- 5.) Transfer \$38,000 from “Teachers” to “Instructional Leadership”
- 6.) Transfer \$36,000 from “Teachers” to “Pupil Services”
 - > SC should vote to transfer Funds to cover Food Services deficit included herein (\$39,427)
- 7.) Transfer \$103,000 from “Other Teaching Services” to “Tuitions”

**DRAFT
MEMORANDUM OF AGREEMENT
BETWEEN THE
HAMILTON WENHAM REGIONAL SCHOOL COMMITTEE
AND THE
HAMILTON WENHAM REGIONAL EDUCATION ASSOCIATION**

The parties hereby agree to the following changes to the 2011-2014 collective bargaining agreement:

1. Article VIII, The School Year, page 12, *Add* the following as the fifth sentence to the paragraph:

“The Superintendent will consult with the Association president prior to determining the content of this staff development day.”

2. Article XIX, Teacher Evaluation, page 32, *Add* the following:

“The parties agree to addend the Educator Evaluation Agreement to this collective bargaining agreement as Appendix I

3. Article XXI, Insurance, Section 6, page 35, *Strike existing paragraph and replace with the following*:

“The parties agree to continue bargaining pursuant to MGL c 32B, Section 19, the transfer of insurance to the Group Insurance Commission for a July 1, 2015 enrollment.”

4. Article XXV, Section 3, Salary Scale Movement, page 42, *Strike existing sections “a-h” and replace with the sections “a-g” as follows*:

- a. There will be six columns on the salary table: Bachelor’s Degree, Master’s Degree (Bachelor’s Degree+33), Master’s Degree+30, Master’s Degree+45, Master’s Degree+60 and Master’s Degree+75 (Doctorate).
- b. The Superintendent shall place teachers new to the District on the column appropriate for the number of credits the teacher has earned prior to employment.
- c. In order to qualify for payment on the M (B+33), M+30, M+45, M+60 or M+75/Doctorate salary schedule coursework must be approved in advance by the Superintendent or designee. To be eligible for movement, coursework must be consistent with the District’s and/or the School’s improvement goals and/or be related to general educational practices and/or be related to the teacher’s current position.

- d. Credits may be earned as Graduate Credits, or In-Service Credits.

Graduate Credits must be earned from courses at an accredited college, university, or on-line institution. Teachers shall secure approval for graduate credits by submitting the Approval for Advanced Study Form no later than three weeks prior to the first meeting of the course. Teachers will be notified in writing of acceptance or rejection of a proposed graduate course within fourteen (14) days of submission.

In-Service Credits are granted through the Superintendent or designee and are earned through completing professional improvement activities. These activities must be outside of the regular teacher work day and include district-offered professional development courses, independent study projects, or other pre-approved work consistent with the District's and/or the School's improvement goals and/or be related to general educational practices and/or be related to the teacher's current position. For the purpose of calculating in-service credits, one (1) credit hour will equal fifteen (15) hours of an approved activity. Teachers shall secure In-Service Credit approval by submitting the Application for In-Service Credit Form (NEEDS TO BE CREATED). Teachers will be notified in writing of acceptance or rejection of proposed In-Service credits within fourteen (14) days of submission.

- e. Placement on B+33, M, M+30, M+45, M+60, M+75/Doctorate columns is subject to the following:

B+33 (M) = a minimum of 24 graduate credits and any combination of 9 graduate or in-service credits - or - 33 graduate credits

Master's Degree = approved college and university program

M+30 = a minimum of 21 graduate credits and any combination 9 graduate or in-service credits - or - 30 graduate credits

M+45 = a minimum of 9 graduate credits and any combination of 6 graduate or in-service credits - or-15 graduate credits

M+60 =a minimum of 9 graduate credits and any combination of 6 graduate or in-service credits - or -15 graduate credits

M+75/Doctorate = a minimum 9 graduate credits and any combination of 6 graduate or in-service credits - or -15 graduate credits

A Juris Doctorate Degree may not be used for salary advancement or placement on the M+75/D column.

- f. Credits applied to salary column movement from the Bachelor's (B) Column to Master's (M/B+33) and from the Master's Column to the Master's +30 Column must be earned must be earned within eight (8) years. Credits earned for all other column movement must be earned within six (6) years.
- g. Teachers who hold the National Board Certification as of June 30, 2014 will be placed on the M+60 column. Teachers enrolled in the National Board certification application process as of June 30, 2014 will be placed on the Masters +60 column after earning the Certification. Teachers must have been enrolled in the National Board Certification program before June 30, 2014 in order to be eligible for movement to the M +60 Column. Teachers must continue to hold current National Board Certification in order to remain on the M+60 column.
5. Article XXV, Salary, Section 4, 403B Plan, Increase \$250. to "\$350."
6. Article XXX, Duration of Agreement, page 50, Modify to reflect a one year agreement, effective September 1, 2014 through August 31, 2015.
7. Appendix A, Salary Schedule, page 53, Increase as follows:
- Effective September 1, 2014, *Increase* by 1%
 - Effective on the fourteenth (14th) paycheck, *Increase* by 1%
8. Appendix B, Senior Status Payments, page 54, Increase each column by \$250:
- 16th year, *Increase* \$1,000 to \$1,250
 - 21st year, *Increase* \$1,500 to \$1,750
 - 26th year, *Increase* \$2,000 to \$2,250
 - 31st year, *Increase* \$2,500 to \$2,750
9. Appendix B, Senior Status Payments, second paragraph, page 54, Replace the last sentence with the following:
- “Senior status plans must be consistent with the District’s and/or School’s improvement goals and must be for an activity for which the member is not receiving additional compensation.”
10. Appendix C, Extended Responsibilities Stipend Schedule, page 55, Increase by 1.5%.
11. Appendix D, Non-Athletic Extracurricular Activities, pages 56-57, Increase by 1.5%.

12. Appendix E, Salary Schedule for Athletic Activities, page 58, *Increase* by 1.5%.
13. Appendix F, Middle School Intramurals, page 59, *Increase* by 1.5%.
14. Appendix H, Study Committee, *Replace* the current language with the following:

“No later than September 29, 2014, the parties agree to convene two committees: one to study the High School schedule and another, to study the Middle School schedule. Both committees are expected to make recommendations for change no later than December 1, 2014 in order to allow adequate time to implement schedule modifications. The Superintendent and the Association President will agree on the number of members and jointly appoint the representatives to each committee. The parties reserve any and all bargaining rights and agree that any schedule modifications that require changes to the collective bargaining agreement and/or are mandatory subjects of bargaining pursuant to MGL c150E will be bargained.”

This Memorandum of Agreement is subject to ratification by the Union membership and the School Committee.

William Wilson, Chairperson
Hamilton-Wenham Regional School
District Committee

John Kotch, President
Hamilton-Wenham Regional
Education Association



School Committee Goals 2013-
2014 – DRAFT #2

Strategic Goal	Actions/Timelines	Benchmarks/Products	Personnel Responsible
<p>1. Complete the revision and updating of the HWRSD Policy Manual.</p>	<p>1. PWG will continue to meet regularly to review new policies for the Student Section and other policies as required. A subset of these policies will be presented at each School Committee meeting until the review is complete. 2. Approved policies will be added to the existing online manual and published and distributed as appropriate. 3. The Superintendent will notify the PWG of newly required policies.</p>	<p>1. Revised and new policy documents will be distributed 48 hours prior to each SC meeting. 2. Policy working group will work with School committee chair and superintendent to get Policy readings on the SC agenda. 3. Existing sections of Policy manual will be complete by April 30, 2015. Policy Manual will be available in all school offices and on District Website. 4. Assure procedures are implemented in support of new policies. April 30, 2015</p>	<p>Policy Working Group School Committee Superintendent</p>
<p>SC Result Comments on Goal # 1</p>			

<p>2. Finalize remaining responses to Recommendations contained in the Operational Audit.</p>	<p>1. Identify recommendations that have been accepted and completed and those that have been rejected. 2. For those accepted but not completed, assess plan and date for completion 3. For those under review, group recommendations where appropriate and develop timeline to complete assessment and implementation (if required) for each recommendation or group.</p>	<p>1. Updated status of all Recommendations’. 2. Commitment by project owners to complete tasks for all accepted recommendations (including projects or actions which may address underlying issue in a manner different than the recommendation) 3. Final Presentation on remaining items to School Committee and community by the end of February 2015</p>	<p>Assistant Superintendent of Finance and Administration School Committee Chairman</p>
<p>SC Comments Goal #2</p>			
<p>3. Start Phase 2 of master plan Project</p>	<p>1. Work with Facilities group and stake holders to identify next steps 2. Identify project recommendations & timelines based on impact to education and affordability</p>	<p>1. Provide regular progress reports at SC meetings 2. Present final plan to SC in March 30, 2015.</p>	<p>Master Plan Steering Committee</p>
<p>SC Comments Goal #3</p>			
<p>4. Negotiate a new agreement with the HWREA & Superintendent</p>	<p>1. Collect and analyze benchmark data 2. Develop SC position 3. Monitor progress of study groups 3. Negotiate</p>	<p>1. Benchmark information 2. SC “asks” 3. SC position on HWREA “asks” 4. Short-list of remaining open issues 5. Reach final agreement</p>	<p>Negotiations Sub-Committee School Committee Town Representative</p>
<p>SC Comments Goal #4</p>			

<p>5. -Develop and approve a FY'16 budget that provides a high-quality education and ensures efficient use of community resources -Develop a 3 Year operating forecast. -Develop a 10 year capital Plan</p>	<p>1. Meet with EdFund Representatives regarding the possibility of funding a grant writer position. 2. Review and fund Big Ideas 3. Support development of an Information Technology Plan (IT).</p>	<p>1. Review financial results vs. budget prior to sending files to Towns on a quarterly basis. 2. Re- evaluate E&D policy by October 30, 2015 3. Approve and track Ed-Fund donations to assure alignment with district goals. 4. Make a decision on Hiring a Grant Writer for HWRSD</p>	<p>Superintendent District Leadership Team School Committee</p>
<p>SC Comments Goal #5</p>			
<p>6. Develop a plan for Maintaining continuity during transitions in SC membership.</p>	<p>1. Develop a School Committee Orientation Manual</p>	<p>6. Completed SC Orientation Manual by October 30, 2015.</p>	<p>School Committee</p>
<p>Comments</p>			
<p>7. Pursue shared department of Public works.</p>	<p>1. Meet with Town leaders regarding their recommendations 2. Decide on preferred structure for Shared or separate facilities maintenance support 3. Create new IMA for Shared Public Works Department</p>	<p>1. Recap Collins Center Recommendation vs. Town and Schools current position. 2. Identify the structure and how structure will operate going forward. 3. Completed IMA 4. Completed Grant Proposal</p>	<p>School Committee Superintendent</p>
<p>Comments</p>			

8. Communications	Develop a proactive system for communications so that the HWRSC may reach all the district stakeholders and provide information that helps the district achieve its goals.	Create a communications plan that addresses how the SC will communicate internally and externally. Present recommendations by October 30, 2015.	
Comments			
9. School Committee Governance	<ol style="list-style-type: none"> 1.) Create and communicate proper guidelines on how to conduct business at school committee meetings. 2.) Work with communications group to identify protocol on how communications within the District and externally 3.) Assure full transparency on financial and policy matters 	<ol style="list-style-type: none"> 1.) By Oct 30th educate committee on recommended procedures as outline by MASC. 2.) Adopt protocol and get full committee buy in by Nov 30, 2015 	<ul style="list-style-type: none"> -Chairman of School Committee. -Superintendent -Communication Subcommittee
Comments			
10. Educating Gifted and Talented Students	The School Committee supports the District in providing challenging and appropriate educational	The School Committee will charge a sub-committee to study ways in which to accomplish this goal.	
Comments			

SC Comments Goal#11 Blank for and recommendations