



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

SCHOOL COMMITTEE MEETING

Buker Elementary School
Multi-Purpose Room

Thursday, February 5, 2015

7:00 PM

1. **Call to Order** 7:00
2. **Pledge of Allegiance**
3. **Citizens' Comments** 7:05
4. **Chair's Report** 7:30
 - a. Organization of March 5th Meeting
5. **Superintendent's Report** 7:45
6. **Consent Agenda** 7:55
 - Minutes of January 22nd Meeting Exhibit A
 - Field Trip to NYC Exhibit B
7. **Old Business** 8:15
 - Budget Exhibit C
 - a. Special Education
 - b. Athletics
 - c. Review 3 Year Financial Model
 - 2nd Reading of Policies
 - a. Reserve Funds: Excess & Deficiency Exhibit D
 - b. Home Education Exhibit E
 - c. Title I Supplement Not Supplant Exhibit F
 - Report on Class Size Policy Discussion Exhibit G
8. **New Business** 8:45
 - Vote to ratify Agreement with Custodial Union for '14-'15 School Year
 - 1st Reading of Policies
 - a. Domestic Violence Leave Exhibit H
 - b. Communicable Diseases Exhibit I
 - c. Health Ed Exhibit J
 - d. Inoculation of Students Exhibit K
 - e. Physical Examination of Students Exhibit L
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, gender identity, sexual orientation, age or disability.

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

Date: January 16, 2015
To: School Committee Members
From: Michael Harvey, Superintendent of Schools
Re: Thursday, January 22, 2015

FY16 BUDGET PUBLIC HEARING @ 6:30 PM

CALL TO ORDER: Bill Wilson called the **PUBLIC MEETING TO ORDER @ 6:35 p.m.** in the Buker Elementary School Multi-Purpose Room for public comment on the FY16 budget.

- Michelle Bailey (Remington Rd., Wenham) thanked the school committee on behalf of parents and Support Our Schools related to the team teaching model. She asked how the new schedule would work and where additional teachers would go. Will it impact where special ed services are delivered?
- Jeff answered her question about the number of students accepted into the school choice program currently that 98 are enrolled. The new schedule assumes the budget will bring 11 in to the freshman class and 24 will graduate

ADJOURNMENT OF PUBLIC HEARING MEETING @ 7:03 p.m.

REGULARLY SCHEDULED SCHOOL COMMITTEE MEETING

CALL TO ORDER: Bill Wilson called the meeting to order at 7:03 p.m. in the Buker Elementary School Multi-Purpose Room.

Present: Bill Wilson, Larry Swartz, Barbara Lawrence, Sheila MacDonald, Deb Evans, and Jeanise Bertrand

Absent: Roger Kuebel, Stacey Metternick

Others Present: Michael Harvey and Jeffrey Sands; Student Representative Dana Valletti arrived at 7:00

PLEDGE OF ALLEGIANCE all rose for the Pledge of Allegiance

Citizens Comments:

- John Mulvihill (Arbor St., Wenham) expressed concerns regarding the issue of graduation being held at Gordon College asking if there have been any acts of injustice; is the concern that a small group of people don't like Christian values? Is the 1st Amendment at risk because of their religious intolerance? There is a long-standing good relationship at risk and he asks the School Committee to think about it.
- Scott Mackintosh (Parson Hill, Wenham) was concerned with the inequality of class sizes in the elementary schools, especially at Buker where there is a disproportionate number of students. He said there formerly was a teaching assistant in large classes.
- Andrew Beckwith (Batchelder Park, Wenham) stated the SC would be reading the Home School policy that differs from the state policy and is more restrictive. He requests the committee involve home school parents in the discussion and review that the policy is legally accurate.

NEW BUSINESS

A. REVIEW OF EDUCATIONAL PROGRAM & DEPARTMENTAL BUDGETS (Exhibit H)

Jeff took a moment to level set and review what has been talked about at the last few meetings. Jeff reviewed the steps broken down on the level-services budget with priority overlays resulting in a net increase of \$923,050 or 3.25% versus FY15 Budget.

▪ PRIORITY OVERLAYS, INCLUDING TIER 2 AND TIER 3

- Mike thanked all of the Leadership Team sitting in audience. Where do we need to improve our programs and service levels? Priority Overlay Tier 1 is the team teaching model at the middle school.
- Mike did not include the other Tier 2 & 3 priority items in budget request. Priority 2 items subtotal \$432,500.
- Six full-time Kindergarten Aides (\$195,000). Discussion on class size and teacher: student ratio.
- Technology Education Teacher at MRMS (\$72,500) Materials (\$30,000); Craig envisions a tech ed specialist to work with Science, a model that is different than what was here and eliminated in 2009. It would be a co-teaching model with larger scale interdisciplinary projects similar to the successful plan in Gloucester. Discussion on getting through all of the science curriculum, the High-Tech High model with Project Based Learning, C21 education, and internships. Craig stated there can be funding for materials found, but funding for staff can't be found and must be budgeted.
- Operations-hire third Maintenance Technician (\$62,500). The new maintenance director started in December. Staff positions being filled; haven't had time to analyze needs.
- School Resource Officer (\$72,500) previously introduced at last SC meeting. Jeff plans to invite both chiefs in to talk about programs, benefits and value added to the district. They will have a robust discussion in the future after the FY16 budget is done.
- Athletics Tier 2 priorities will be presented in greater detail at next SC meeting on 2/5/15

- **MAINTENANCE AND FACILITIES** recommended budget all included in the Superintendent's budget already presented. The budget book includes nitty-gritty detail; high-level overview provided here. Discussion on increased costs for electric and gas; the uneven heat in the buildings; does the option of solar power come up? Jeff receives many calls and it will be considered when the middle school/high school roof is replaced. The detailed list is deemed adequate and we are very well funded for the listed planned projects.
- **TECHNOLOGY** reviewed the recommended budget and special projects FY15 and FY16. Last summer over 700 devices were deployed. Special projects budgeted for FY16 total (\$175,220). Discussion on the reliability of the network; professional development for staff related to technology.
- **Review of timeline:** SC adopted tentative budget on 1/8/15; tonight was the public hearing on budget. Budget discussion on 2/5/15 with focus on Special Education, Athletics, and the HWRSD 3-year Forecast Model. On 2/12/15 (back to back SC meetings due to February school vacation), the SC will vote to adopt the FY16 budget.

B. POLICIES 1ST READING

- **RESERVE FUNDS: EXCESS & DEFICIENCY (E&D) POLICY (Exhibit I)**
 - This is Jeff's recommended policy. He met for numerous hours with the FinCom Chairs Mike Lucy and Rick Sprenkle. The E&D policy creates clarity, provides a fair

minimum threshold, creates structure and provides a timeline on how/when it works (see paragraph 4 specifically).

- Discussion: Larry stated if Jeff and FinCom are fine with it, then he is fine with it. Deb pointed out this is a first reading, not voting tonight. Future SC can vote to change any policy. The action is to let the towns take it to their groups; receive feedback in advance of 2nd reading at 2/5/15 meeting. Larry discussed expanding from 3 years to 5 years for the ratios of town apportion.

8:50 pm Jeff Sands left the meeting.

- **CLASS SIZE POLICY (Exhibit J)**

- Mike wants to streamline from current policy. A major difference goes away from specific number range to best interest of the children. As you vote a budget, you set a ceiling- you set a number- you go 1 child over- you must add a teacher. Deb replied we've been out of bounds on the old policy without adding.
- We've had creep as class sizes grow; over the past 10 years it has been substantial. The numbers were meaningless (17-23) on previous policy. Deb can't vote and will need more than second reading next week. Jeanise stated if we don't have confidence in our educators to recommend a number, we need new leadership. Larry said this is a huge issue for this community. Allow Mike to do a full presentation, invite people to participate.
- A citizen interrupted to request a reading of the policy out loud to public. Bill stated the SC provides details and handouts on line. Discussion on should SC provide time to read policy verbatim, sometimes they are 2-3 pages. Mike will check with counsel. Larry reiterated the need to put it on a future agenda with Mike giving a presentation, and an opportunity for public discussion.

- **HOME EDUCATION POLICY (Exhibit K)**

- Mike explained this new policy is shorter; the old policy included many procedural items such as where to send forms, etc. Most of the language is from MASC. This is more explicit: home schooled students are not eligible to receive a high school diploma or have access to educational programs during the day. They can participate in MIAA athletics and other extracurricular activities. Discussion: How can we be as accommodating as we can? Bill is interested in getting community feedback.
- A citizen who expected citizen comments to be heard at 8:30 p.m. based on the published agenda requested that home school parents be involved in the process and how can they express their comments and concerns? Barbara replied the Policy Subcommittee was meeting again on Tuesday, 2/3/15 and they can send concerns to her at b.lawrence@hwschools.net.

- **TITLE 1 SUPPLEMENT, NOT SUPPLANT POLICY (Exhibit L)**

- The policy includes language that Title 1 funds are supplements, they don't supplant. The district receives money from the federal government under Title 1 for targeted reading instruction. The policy speaks to the selection of the students. Our three elementary schools are Title 1 schools.

CHAIR'S REPORT:

- Bill reviewed February meeting schedule: with a plan to adopt a final budget by 2/12/15.
- Regarding the discussion on graduation at Gordon. We should table until March 5, and have a public discussion. Mike stated Dr. Lindsay has been invited to the 3/5/15 meeting; if we have a decision by 3/5/15, we can work out graduation. Discussion: It is very

important to have Dr. Lindsay speak to the SC. Do we want to have a 30 minute public meeting? The consensus was to utilize the March 5 regularly scheduled meeting; we can dedicate the entire meeting to the topic if we need to. The SC needs to vote that night. Deb discussed the structure of that meeting is important. When citizens speak, but we don't answer is hard. Dr. Lindsay will be here, will he be willing to answer questions? A decision was made to add to next agenda to discuss.

- At the FinCom meeting they reviewed level service budget with one priority overlay. Bill received very positive feedback; it's a reasonable increase. Next steps: 1). provide FY14 actuals; Jeff already sent and will forward to SC members. 2). towns assess 3 year- maybe extend to 5 years. We'll discuss after.

SUPERINTENDENT'S REPORT

- Review: MARS asked state legislature to look into 9C cuts; it's still in the works

CONSENT AGENDA

A. MINUTES OF JANUARY 8, 2015 (Exhibit A)

- Larry moved to have minutes removed; all agreed. The following errors were amended: Under New Business Item C: Presentation of Proposed MRMS Schedule there was an error in staffing implications. The TA position should read *.20 FTE*, not .02 as typed. In Item D: Presentation of Proposed HS Schedule, Larry recalled the discussion was the current teacher contract allows for a *minimum* of 410 minutes of prep time per week.

B. EDFUND GRANT – 21ST CENTURY LEARNING SPACE PILOT (Exhibit B)

Sheila MacDonald moved that the HW Regional School Committee approve all of the remaining items on the consent agenda; approved: 6-0-0.

Sheila MacDonald moved that the HW Regional School Committee approve the amended minutes of January 8, 2015 on the consent agenda; approved: 6-0-0.

COMMITTEE REPORTS

A. AUDIT

B. COMMUNICATIONS: January SC Spotlight is posted on website. Thank you to Ann Minois. The goal is to get one out every month. Considering using social media for important dates, need to communicate there are two open three-year seats for SC. Papers are available at admin office- due by 2/28.

C. FACILITIES: Larry met on 1/15- working to finalize mission statement

D. NEGOTIATIONS: There are several open contracts; recent discussion with Mike regarding the contract

E. POLICY: All is good.

F. WARRANT

G. STUDENT REPRESENTATIVE: Dana stated midterms are continuing this week.

H. OTHER: Master Planning- holding a meeting 2/11

OLD BUSINESS

A. POLICIES 2ND READING

- NOTIFICATION RELATIVE TO SEX EDUCATION (Exhibit C)
Sheila MacDonald moved that the HW Regional School Committee vote to approve the PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION POLICY AS PRESENTED. No discussion; approved 6-0-0

- **BACKGROUND CHECKS (Exhibit D)**

Sheila MacDonald moved that the HW Regional School Committee vote to accept the BACKGROUND CHECKS POLICY AS PRESENTED. Deb pointed out this is a state law. Approved 6-0-0

- **MODEL CORI (Exhibit E)**

Sheila MacDonald moved that the HW Regional School Committee vote to accept the MODEL CORI POLICY AS PRESENTED. Deb confirmed that this is a practice we are using; now it is policy. There are no variations from the DESE policy. Approved 6-0-0

- **STUDENT FEES, FINES AND CHARGES (Exhibit F)**

Sheila MacDonald moved that the HW Regional School Committee vote to accept the STUDENT FEES, FINES AND CHARGES POLICY AS PRESENTED. Barbara noted the policy has been updated to allow for a financial hardship waiver. Approved 6-0-0

- **STUDENT HEALTH SERVICES AND REQUIREMENTS (Exhibit G)**

Sheila MacDonald moved that the HW Regional School Committee vote to accept the STUDENT HEALTH SERVICES AND REQUIREMENTS POLICY AS PRESENTED. No discussion. Approved 6-0-0

Adjournment

Sheila MacDonald moved that the HW Regional School Committee move to adjourn at 9:51 pm. Approved 6-0-0

Respectfully submitted,
Janice Gauthier

Hamilton-Wenham Regional School District

FIELD TRIP REQUEST

School: Hamilton-Wenham Regional High School Date Submitted: 1-16-15

Faculty Sponsor: Matthew Jones Position: Spanish Teacher

I. Trip Information:

Check (✓) one:

- ☒ Day Academic Field Trip - ☐ In-state ☒ Out-of-state Destination: Manhattan, NYC
☐ 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: _____
☐ International Trip (extracurricular only) - Destination: _____

Departure Date: March 11, 2015 Time: 5:00 am Return Date: March 11, 2015 Time: 10:00 pm

Number of Students Eligible: 40 Class/Group: Juniors, Seniors

Faculty Sponsor: Matthew Jones

Other Faculty/Staff chaperones: Other Spanish teachers and/or parent volunteers

Other chaperones: _____

Mode of Transportation: McLain Chartered Buses Number: 1

Airlines/Flight/Ground Transportation: _____

II. Estimated Expenses

1. Transportation Cost:	\$ 1995.00	6. Financial Assistance Available?	Yes	No
2. Admission Charges:	\$1900.00	7. Other Sources of Funding?	Yes	No
3. Lodging & meals cost:	\$ 880.00	8. Amount Available: \$		
4. Other (specify):		9. Are Student Activity Funds being used?	Yes	No
5. Total student cost:	\$ 102.00	10. If yes, amount bring used: \$		

III. Attachments

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

IV. Approvals

Department Chairperson or Field Trip Requestor: Matthew Jones Date: 1-16-15

I have read the School Committee Policy H8015 on School Sponsored Field Trips and meet all policy requirements

Principal: [Signature] Date: 1/20/15

I have read the School Committee Policy H8015 on School Sponsored Field Trips and find they meet all requirements

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

Superintendent: _____ Date: _____

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

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

APPROVAL DOCUMENTATION – Domestic and International

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

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

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

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



January 26, 2015

Dear Parents,

I am excited to tell you about a unique opportunity that your student has to participate on a field trip this March with their Spanish class. This trip is open to advanced level classes only (juniors and seniors in Spanish IV and V). Students are invited to see a Broadway production in the Spanish language in New York City. After viewing the production, they will have an authentic meal in a nearby Latin restaurant in Manhattan.

The production is entitled "En El Tiempo de las Mariposas" based on the novel by Julia Álvarez. The production tells the story of the Mirabel sisters in the Dominican Republic during the regime of General Trujillo. You may learn more about the production by visiting www.Repertorio.com and following the links for "productions" and the name of the show; there is even a video of a sample scene on the website. By visiting an authentic Spanish language playhouse, students will be encouraged to make connections with a piece of literature that we read in their course, and develop an appreciation for dramatic productions in the target language and culture.

The date for this trip is scheduled for Wednesday, March 11, 2015. It is an all-day field trip. Students will meet at the high school NO LATER THAN 4:45 am and ride a chartered bus to Manhattan (the bus will depart promptly at 5:00!). The bus has its own bathroom, and students will be able to view Spanish language films during the ride. They may bring snacks with them to eat on the bus. After viewing the show at the Repertorio playhouse, students will walk to the nearby celebrated authentic Mexican restaurant "México Lindo" for dinner. There may also be a bit of time for sightseeing in Time Square. Students will then ride the bus back to the high school, with a scheduled arrival time of approximately 10:00 pm. A detailed itinerary and security plan will be attached to the official permission slip.

There are forty available student slots for this trip. The first fifty students who submit their payments will have a space on the trip. The date for submission of paperwork and checks is MONDAY, FEBRUARY 2 starting at 7:30 am. The cost of this trip is \$102.00, which covers the transportation, admission to the show, and dinner. Checks should be made payable to HWRSD. Once a student has submitted their payment, no refunds can be made; if a student wishes to withdraw from the trip after making their payment, he/she will be responsible to find a replacement for their seat and obtain reimbursement from that person.

Having brought classes to productions at this same playhouse for the last several years, I have seen firsthand the impact that an authentic cultural experience of this nature can have on students. They are left talking about their day in New York for weeks afterwards. In the past, students have completed an oral presentation to compare and contrast the dramatic production they viewed the same piece of literature in their course.

If you have any questions about this field trip, please do not hesitate to contact me.

Atentamente,

Profe. Matthew Jones
Hamilton-Wenham Regional High School
Spanish Teacher
m.jones@hwschools.net

EN EL TIEMPO DE LAS MARIPOSAS

A new play by Caridad Svich based on Julia
Álvarez's novel

Directed by José Zayas
A new play by Caridad Svich
Based on Julia Álvarez's novel
Directed by José Zayas
Presented in Spanish
(Live simultaneous English translation available)
Length: 1 hour and 40 minutes
No intermission
Video and digital animation by Alex Koch
Soundscape and original music by Jane Shaw
Lighting & Costume Design by Robert Federico

"In The Time of the Butterflies" is the story of the courageous Mirabal sisters (Patria, Minerva and María Teresa) from the Dominican Republic. The sisters inspired resistance cells throughout the country against the dictatorial regime of Gen. Rafael Leónidas Trujillo. The 'butterflies', their secret code name, were brutally murdered by the regime in 1960.

Based on Julia Álvarez's popular novel, the martyred butterflies come to vibrant life in a warm, brilliant, and dramatic production by the talented duo – playwright Caridad Svich and director José Zayas– that brought us the critically acclaimed production of Isabel Allende's "The House of the Spirits" in 2009.



...THE ACTRESSES PLAYING THEM LOOK SMASHING (AND VERY MUCH LIKE THE REAL MIRABALS) ...'EN EL TIEMPO DE LAS MARIPOSAS' IS A PRETTY PRODUCTION, THANKS TO ROBERT FEDERICO'S COSTUME, SET AND LIGHTING DESIGN AND ALEX KOCH'S VIDEO DESIGN. THE PROJECTIONS OF FLOWERING TREE BRANCHES SWAYING IN A GENTLE TROPICAL WIND BRING THE MIRABALS' CHILDHOOD GARDEN TO LOVELY LIFE...FOR SPANISH-SPEAKING NEW YORKERS, THIS COMPANY [REPERTORIO ESPAÑOL] REMAINS A TREASURED THEATRICAL RESOURCE. -NY TIMES

A THUNDERING PERFORMANCE BY DALIA DAVI AS MINERVA...SHE'S ALL STRENGTH, FURY, AND VULNERABILITY...ZULEMA CLARES, WHO PLAYS YOUNGER DEDÉ, IS ONE OF THE FINEST ACTORS WORKING IN NEW YORK CITY... ROSIE BERRIDO PLAYS PATRIA, THE ELDEST SISTER, WITH HEARTFELT SIMPLICITY. - NYTHEATRE.COM

JOSÉ ZAYAS' PRODUCTION IS INVENTIVE...THE USE OF VIDEO PROJECTIONS AND ANIMATION HELP CREATE A POETIC LANGUAGE OF STAGECRAFT...THE SEVEN-MEMBER CAST IS EFFECTIVE IN REMINDING US THAT, IN PAST ERAS TOO, DESPOTS ONLY SEEMED INVINCIBLE. - BACKSTAGE CRITICS' PICK

CARIDAD SVICH MADE MY STORY COME ALIVE ONSTAGE. - JULIA ÁLVAREZ

Spanish IV and V classes trip to Repertorio Español in Manhattan, New York City

Website for theater: <http://www.repertorio.org/>

Website for restaurant: <http://www.mexicolindonyc.com/#!>

Itinerary:

5:00 am SHARP – students to meet at high school, 775 Bay Rd. and depart for NYC

**11:00 am – Repertorio Español, 138 East 27th Street New York, NY 10016
(Between Lexington and Third Avenues)**

Phone: 212-225-9999

View “In The Time of the Butterflies” at Repertorio (11:00-12:40 pm)

12:40 pm – walk to México Lindo restaurant, two blocks from the playhouse

1:00-2:30 pm – Dinner

2:30-4:30 pm – Free time to explore Time Square in approved groups

4:30 pm – board bus at the restaurant and depart for MA

10:00 pm (approx.) – arrive at HWRHS. Students will call their rides when we get to Boston.

**HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
Wenham, Massachusetts**

**Parents'/Guardians' Permission to Participate, Emergency Treatment and Medications
Consent, and Release Form for Overnight, Out-of-State, Domestic, and International
Voluntary School Sponsored Trips**

I. Permission to Participate in Voluntary Field Trip

I/We, the undersigned _____ (print name) of _____ (town of residence) parent/guardian of _____ (print student name), a minor who is a student at **Hamilton-Wenham Regional High School** (name of school), hereby grant permission to the Hamilton-Wenham Regional School District School Committee, the Towns of Hamilton and Wenham, and its employees and agents for our minor child to participate in a voluntary school-sponsored trip to **New York City, New York on March 11, 2015**. It is my/our understanding that **Matthew Jones** (faculty sponsor and head chaperone), as well as other HWRHS teacher chaperones, will accompany the group.

In consideration of the educational value of travel, and other privileges and advantages to be gained by my/our child's participation in said trip, I/we do hereby forever release, acquit, discharge, and covenant to hold harmless the Hamilton-Wenham Regional School District School Committee, the Town of Hamilton, the Town of Wenham, its employees and agents and their employees, who are accompanying the students on the aforementioned trip from all actions, claims, demands, damages, loss of services, expenses, and compensations on account of, or, in any way growing out of any and all personal injuries and property damage which may result at any time during the trip, and which I/we may hereafter have as parents and/or guardians of said minor child, as well as all claims or rights of action for damages which the said minor child may hereafter have either before or after he/she has reached majority. I/We further promise to bind myself/ourselves jointly and severally to reimburse to said releases any sum of money which it/they may be compelled to pay because of any injury or damage or for any other reason, on behalf of said student while on said trip.

I/We further agree that should said minor child _____ (name of child) behave in a manner which, in the judgment of the teacher in charge, may endanger the health, safety, or welfare of that student or others in the group (this of course includes any infraction of alcohol/drugs). I /we further understand that Hamilton-Wenham Regional School district policies on student behavior, student handbook rules and regulations, and MA Interscholastic Athletic Association (MIAA) rules and regulations will be in full force and effect and apply to all PK-12 field trips. The teacher/head chaperone in charge in his/her sole discretion has my/our permission and assent to the following:

1. Space will be reserved on the next available train/bus returning to Boston, and my/our child will be placed on such train/bus.
2. I/We shall be totally responsible for reimbursing any and all expenses for such transportation.
3. Upon notification of such decision, I/we agree to meet and be responsible for my/our minor child upon his/her arrival.

I/We are aware that my/our minor child has been advised to travel in groups and it expected to maintain a buddy system during any unscheduled time periods.

Name (Adult)

Parent A/Guardian A

Address

Parent B/Guardian B

If the student is 18 years of age or over, have him/her read the foregoing and sign below.)

I, _____ (print name), a student at
Hamilton-Wenham Regional High School, have read the foregoing and agree to its contents.

Name

Signature

Date

II. DISCIPLINE OF STUDENTS AND FIELD TRIPS – Domestic and International

1. All Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, student conduct will apply and be in effect at all times for academic and extracurricular field trips.

2. If a student violates any Hamilton-Wenham student conduct policies, student handbook rules or regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, trip rules as specified, or otherwise misbehaves while on a field trip, the student will be immediately suspended from the field trip and sent back to school or home, as appropriate, by the faculty sponsor at the parent's/guardian's expense. In addition to being sent home, the individual will be subject to the consequences for the action/infraction upon his/her return to school as defined by the aforementioned student conduct policies, student handbook rules and regulations, and MA Interscholastic Athletic Association (MIAA) rules and regulations.

3. Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules regarding student conduct will be given to chaperones. Chaperones shall agree to implement and enforce them; failure to do so will result in not being able to chaperone future school sponsored trips.

III. Emergency Treatment and Medication Consent

In the event of illness of or injury to that student in connection with the trip, the chaperones are granted full authority to take whatever action they may be willing to provide and may believe to be warranted with regard to related health, safety, and medical care, and/nor will have any liability whatsoever for any expenses, damage or injury of any kind resulting from or involving such an action whether incurred or caused by other participants and/or by any others.

I/We , _____ (parent/legal guardian – please print), give permission to the Hamilton-Wenham Regional School District staff or chaperones to act on my/our behalf for my/our minor child _____ (student's name – please print) in the event of a medical emergency.

The School District has your emergency card on file. Is there any a change in that information or is there new information we need?

Yes _____ No _____

Will mediation be required during the field trip? Yes _____ No _____

If yes, please describe:

As per the Hamilton-Wenham Regional School District Policy on Medications (H 8010), students may not carry any medication (prescription and non-prescription) on a field trip. If mediation 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.

IV. Student Contract

1. I agree to follow all school rules and regulations as stated in Hamilton-Wenham Regional School District Policies, Hamilton-Wenham Regional High School Student Handbook, and the MA Interscholastic Athletic Association (MIAA) Blue Book rules and regulations during the entire trip to and from said destination and in said state/country.

2. I agree not to be in possession of or utilize drugs, tobacco, and/or alcohol while traveling with the Hamilton-Wenham Regional High School student group. I also agree not to be found in the presences of such substances or I will be found equally at fault.

3. I agree to uphold all laws and regulations as dictated by local governments. I agree to respect the property of others and to pay for any losses and/or damages for which I am held responsible.

5. I agree never to leave my assigned chaperoned group without the permission of my chaperone. Should I be granted permission to leave, I will be accompanied at those times by other members of my group.

6. I understand that I am under the direct responsibility and authority of _____ (Matthew Jones) and the assigned chaperones and will follow and abide by any rules and/or decisions made by these persons.

I am signing this contract, and hereby giving my word of honor that I will follow the above Code while traveling with the Hamilton-Wenham Regional School High School group on May 2, 2013. As a representative of the Hamilton-Wenham Regional High School, I understand that my behavior is critical to the success of the trip and as a precedent for future tours. Any violation of these rules will result in disciplinary action.

Student's Signature

Date

I/We have read the above Contract signed by my/or minor child. I/We further agree that if my/our son/daughter does not conform to the above regulations and all other regulations set forth and enforced by the head chaperone, I/we will receive, at my /our own expense, a telephone call informing me/us of my/our son/daughter's behavior.

Parent A/Guardian A Signature

Date

Parent B/Guardian B Signature

Date

V. Field Trip Cancellation Release and Agreement

1. The Hamilton-Wenham Regional School District will sponsor domestic/international field trips. All school-sponsored domestic/international trips must be approved by the principal, superintendent, and school committee in accordance with specifics set forth in the District policy H8015 - School-Sponsored Field Trips.
2. The Hamilton-Wenham Regional School District Committee reserves the right to cancel domestic and/or international trips up to departure and recall trips in progress, if they believe there is a potential danger to students or for any other reason deemed appropriate by the School Committee. In making this decision, the School Committee will take into consideration information from (a) U.S. Department of State Advisory; (b) Homeland Security Advisory (alert status); and (c) Declaration of War or armed conflict. Additionally, the critical judgment of the School Committee with input from the Superintendent, Principal, and Faculty Sponsor will be taken into consideration.
3. In the event that the Hamilton-Wenham Regional School District Committee cancels the trip, I/we understand that I/we may lose any and/or all of the funds that I/we have expended for the voluntary trip.
4. In the event that the Hamilton-Wenham Regional School District Committee cancels the trip, I/we understand that the Hamilton-Wenham Regional School District and the Towns of Hamilton and Wenham, shall be forever held harmless for remuneration of any and/or all costs associated with this voluntary trip.
5. The Hamilton-Wenham Regional School District will not be liable to anyone for personal injuries, property damage, or financial loss my/our child or I/we may suffer in the Hamilton-Wenham Regional School District sponsored, voluntary field trip programs.

I/we affirm that I/we have read the above Release and Agreement and understand that the Hamilton-Wenham Regional School District Committee reserves the right to cancel or recall a school-sponsored domestic/international trip. I/we acknowledge and affirm that I/we may lose any and/or all of the funds expended for the trip. I agree to release the Hamilton-Wenham Regional School District, the Towns of Hamilton and Wenham, its agents and employees from and not to hold such parties responsible for and instead to hold such parties harmless with respect to any loss of funds resulting from the recall or cancellation of any school-sponsored

Security Plan for travel to New York City

- A 1 to 10 ratio of teacher chaperones to students
- All chaperones are CORI'd
- All teachers are bilingual (English/Spanish)
- Teachers will have cell phones at all times
- Students are divided into families and assigned a teacher/chaperone
 - Students check in with their assigned teacher/chaperone every time we move, transition or need to disperse information.
- A strict itinerary/timeline/ schedule of events
- Various check-ins during the day, before departing any location, upon arriving at any new location, or anytime on/off bus
- Students and chaperones receive the detailed itinerary, including name and address of Repertorio, restaurant, and school contact information
- Detailed documentation to prepare students and parents for travel and what to expect
- Preparation meeting with chaperones to review expectations and procedures while on field trip
- In case of any emergency in the destination city, we will contact the school immediately.

EN EL TIEMPO DE LAS MARIPOSAS

A new play by Caridad Svich
Based on the novel by Julia Álvarez
Directed by José Zayas

STUDY GUIDE

by Alberto S. Galindo

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to a contribution from
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State of the Arts



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ART WORKS



NYCULTURE



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EN EL TIEMPO DE LAS MARIPOSAS

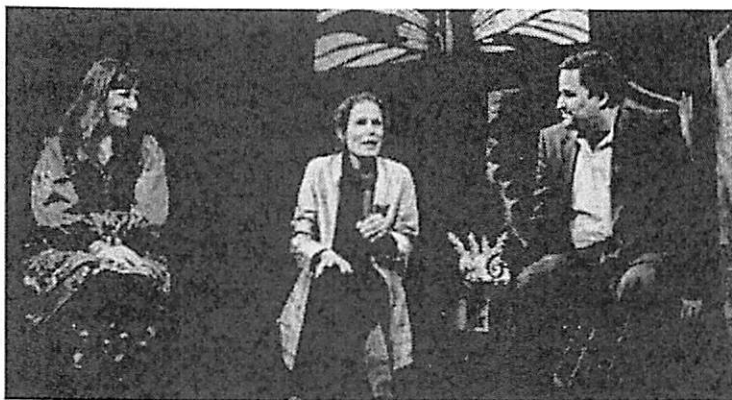
at Repertorio Español
www.repertorio.org

IN THE TIME OF THE BUTTERFLIES is a new play based on the 1994 homonymous novel by Julia Álvarez. Both texts use fiction to recreate the historical account of four sisters under the regime of Rafael Leónidas Trujillo, also known as "El Jefe" [The Boss], through decades of violence in the Dominican Republic. The play premiered in January of 2011 and has been part of the Repertorio's rotating productions ever since.

The four Mirabal sisters lead the cast of the play: Dedé (young and old), Minerva, Patria, and María Teresa "Mate;" they are joined by an American woman and a DJ, who also portrays Trujillo, Lio, and Rufino. **EN EL TIEMPO DE LAS MARIPOSAS** starts in 1938 and its timespan reaches the present historical moment. The play incorporates onstage video projections by Alex Koch as part of the play's narrative. These projections add a new dimension to the set design on the stage, making the Mirabal home garden bloom digitally.

In this way, the stage becomes alive in order to tell the story of the Mirabal sisters under the Trujillo dictatorship.

Caridad Svich, the writer behind the play, did not seek to adapt the genre of the novel into a different genre, but rather to create a play that would use the novel as its starting point. It is important to keep in mind that Repertorio's production is a re-imagination of Álvarez's novel and not an adaptation of her text.



Caridad Svich, Julia Álvarez & José Zayas at Repertorio Español. 2/21/2010
Photo Michael Palma

Repertorio Español has a longstanding tradition of creating theater from novels. Starting with *La cándida Eréndira y su abuela desalmada* in 1991, Repertorio established itself as a theater company that is interested in the intersection between different literary genres. More recently, Repertorio has commissioned theater adaptations from novels such as *La casa de los espíritus* by Isabel Allende, *La fiesta del Chivo* by Mario Vargas Llosa, as well as two novels by Gabriel García Márquez, *Crónica de una muerte anunciada* and *El amor en los tiempos del cólera*.

This study guide discusses Álvarez's novel and the historical context in which it takes place. The guide also includes a general synopsis of the play as well as a scene-by-scene summary; both sections include discussion and study questions that seek to foster a larger debate about the play, its plot and its cultural significance. Repertorio Español presents this study guide as part of its ongoing mission to present the best of Spanish-language theater in the United States since 1968.



THE NOVEL THAT INSPIRED THE PLAY: IN THE TIME OF THE BUTTERFLIES

Julia Álvarez published her second novel, *IN THE TIME OF THE BUTTERFLIES*, in 1994, and a Spanish translation immediately followed under the title *EN EL TIEMPO DE LAS MARIPOSAS*. The novel is dedicated to three of the four Mirabal sisters—Patricia “Patria” Mercedes, Minerva, and María Teresa—as well as Rufino de la Cruz; they all perished under the Trujillo regime on November 25, 1960.

The novel consists of three main sections of four chapters each, followed by an epilogue and a postscript by the novelist. Each of the four sisters has a chapter in each of the three sections. With the exception of chronological jumps between 1994 and the past in all of Dedé’s chapters, the novel follows a linear order starting in 1938. The novel opens with an interview between a Dominican-American writer and Dedé, as the sole survivor of the Mirabal siblings. Dedé uses the interview to tell the writer about her three sisters, their family life in the town of Salcedo, and the strong anti-Trujillo sentiment that was part of their collective coming-of-age. Eventually Dedé’s sisters get married and the three of them join a revolutionary, underground movement called 14 de junio [June 14th]. The movement’s presence becomes stronger in the Dominican Republic and Trujillo orders the incarceration of the men married to Patria, Minerva, and María Teresa. On November 25, 1960, the sisters were returning from a visit to their respective husbands in jail; emissaries of Trujillo’s regime intercepted the sisters, raped them and killed them, along with their driver, Rufino.

This is the story that Dedé narrates to the writer. She explains that the murder of her sisters and the driver was presented as a mere accident and not an act ordered by Trujillo.

In the postscript, Álvarez describes the journey of her own family. They arrived from the Dominican Republic in New York in 1960 after fleeing the Trujillo regime. Álvarez explains in a few paragraphs that the novel is an exercise in creative writing and not a historical document.

IN THE TIME OF THE BUTTERFLIES is inspired by historical events, but does not seek to document the historical facts of the Mirabal sisters. It is under this inspiration that Repertorio Español commissioned the adapted play from the playwright Caridad Svich.

THE HISTORICAL CONTEXT OF THE NOVEL AND THE PLAY: EL TRUJILLATO

A The Dominican Republic

The novel and the play span the thirty-one years of Trujillo's dictatorship, also known as El Trujillato or the era of Trujillo. The following are essential moments to the history recreated in both texts.



The American Occupation

1916–1924 The United States occupied the Dominican Republic and established a new, military government.

1924 Horacio Vásquez, supported by the United States, is elected President.



General Trujillo

1928 Trujillo is named Chief of Staff of the Dominican Army.

1930 Insurrection and coup d'état against President Vásquez. Trujillo runs for the Dominican Presidency; the opposing candidate resigns from the race and Trujillo is elected unopposed. El Trujillato begins.

1934 Trujillo runs unopposed for a second term and is reelected.

1937 Massacre of thousands of Haitians at the hands of Trujillo's regime.



The Massacre

1938 Jacinto Bienvenido Peynado is named new president of the country, under Trujillo's rule.

1940 Peynado's death leads to the presidency of Manuel de Jesús Troncoso, another puppet president until the 1942 election.

1942 Trujillo is reelected as President.

1947 Under international pressure, Trujillo allows for a democratic presidential election. Trujillo ran against two other candidates and won the election.

1952 Trujillo's brother, Héctor Bienvenido, is named President of the country, on paper only.

1957 Presidential elections are held; Trujillo asks his brother to resign. Vice-President Joaquín Balaguer is named President in order to maintain the illusion of a democracy at the international level.

1959 The Cuban revolution begins. Fidel Castro assumes power.

June 14th, 1959 A rebellion against the Trujillo regime is defeated.

1960 John F. Kennedy is elected President of the United States.

1961 Assassination of Rafael Leónidas Trujillo, "El Jefe."



President Joaquín Balaguer

B Rafael Leónidas Trujillo (1891-1961)

After plotting the rebellion that overthrew Horacio Vásquez, President of the Dominican Republic, Trujillo became the only candidate and winner of the 1930 presidential election. The motto "Dios y Trujillo" [God and Trujillo] showed the position that the newly elected president assigned himself. His first term as President of the Dominican Republic concluded in 1934, when he ran unopposed for a second term until 1938. His first years in power were marked by a strong sentiment against Haiti, which concluded in a massacre of thousands of Haitians near the Haiti-Dominican border, known historically as la Masacre del Perejil [the Parsley Massacre] or El corte [the cutting].

In 1938, Vice President Jacinto Peynado was installed as new president of the country, but only in paper. Trujillo remained as sovereign of the country. Peynado's death in 1940 led to the presidency of Manuel de Jesús Troncoso, who also served as puppet President of the Dominican Republic until the elections of 1942. At that time, Trujillo ran unopposed again, recuperating the official presidential title until 1947. This year marked his reelection and a fourth term as President. Beginning in 1952, Trujillo is no longer the official president, naming his brother, Héctor Bienvenido, and Joaquín Balaguer, as Presidents of the country while still maintaining sole power.

Some scholars consider *IN THE TIME OF THE BUTTERFLIES* as a feminist text, where the female characters are challenging the patriarchal society established and maintained by Trujillo.

The murder of the Mirabal sisters, on November 25, 1960, precedes the assassination of Trujillo by a few months. He was ambushed, shot, and killed on May 30, 1961.



General Trujillo



SYNOPSIS OF THE PLAY AND DISCUSSION QUESTIONS



Patria, Minerva and María Teresa Mirabal

EN EL TIEMPO DE LAS MARIPOSAS, as a play, closely follows the plot of the Álvarez's novel. The audience meets the four Mirabal sisters from the very beginning. Their individual stories and points of view are introduced while simultaneously being interwoven with a second line in the plot. In this second narrative line, an older Dedé narrates the stories of her sisters to an unnamed Dominican-American writer, who is writing a novel about the significance of the sisters in Dominican history.

The interaction between Dedé's present life and her past with her sisters constantly changes throughout the play, suggesting that a story is not necessarily remembered in a linear, cohesive way, but rather in smaller snippets that we then piece together. This structure is clearly inspired by the non-linear chronology of the novel.

As the story moves forward, the audience meets Trujillo, the dictator of the Dominican Republic. The sisters become part of a revolutionary movement looking to overthrow Trujillo and his excessive power. They start calling each other mariposas [butterflies] and their rebellion is eventually stifled by the regime. María Teresa and Minerva are imprisoned and eventually released, while their husbands are kept in jail. One day, while returning from the prison, María Teresa and Minerva as well as Patria and their driver Rufino, are attacked by members of the regime's secret service. The four of them are murdered, and it is left to Dedé to organize and tell their story.

Consider the following ten discussion questions after attending a performance of *En el tiempo de las mariposas* at Repertorio Español. A detailed scene-by-scene synopsis follows this section along with additional study questions.

1. Consider that the words for history and story are the same in Spanish—*historia*. What does the use of the word *historia*, in its double meaning, entail for the rest of the play?
2. What are the effects of having the DJ introduce the story of the Mirabal sisters?
3. From this first scene, how are the four sisters presented? Describe them based on the first impression from this scene.
4. What does it mean when Minerva states that Trujillo is like a god in the Dominican Republic?
5. Why does Dedé object to the official statement about her sisters, which states they "suffered an accident"?
6. Why does the American woman insist on separating her fictional stories from Dedé's historical accounts of her sisters' death?
7. Both the DJ and the American woman mention mariposas [butterflies]. What significance does the butterfly have for the story and plight of the Mirabal sisters?
8. Why does Dedé resist being part of the revolutionary movement?
9. What happens to the three sisters? What happens to Rufino?
10. What is the meaning of the final butterfly onstage?



SCENE-BY-SCENE SUMMARY AND ADDITIONAL STUDY QUESTIONS

This is a detailed summary of the play. Consider the following additional questions to further your understanding of *EN EL TIEMPO DE LAS MARIPOSAS*.



Scene 1 The play opens with a DJ and the reggaetón he is playing. He introduces the story that is about to take place, with the hopes that a new audience will learn the history of the Mirabal sisters in the Dominican Republic. The four sisters enter a garden onstage following his introduction. Minerva catches a butterfly. Trujillo's name is mentioned for the first time.

11. How do the sisters describe Trujillo?

12. The scene closes with a media projection of butterflies on the screen. What are the effects of incorporating this projection into the play?

Scene 2 The play jumps forward in time, from the 1940s to the present. An older Dedé talks to another woman about the Dominican Republic and the United States.

13. The name of the character besides Dedé in this scene is the American woman yet she claims to be Dominican. What is at stake in this scene by using these two ethnic categories?

Scene 3 The play goes back to 1938 and shows Minerva writing in her diary. She speaks the contents of her diary out loud.

14. Minerva mentions that she would like to be a lawyer in the future in order to obtain justice. Within the play, what is the relationship between law and justice?

Scene 4 The play returns to a conversation between Dedé and the American woman in the present. They talk about writing and history.

Scene 5 Now is María Teresa's turn at her diary, in 1945.

15. What do Minerva and María Teresa do with their respective diaries?

Scene 6 Patria's diary entry from 1946. Patria discusses her interest in becoming a nun as well as her interest and life with Pedrito González.

16. Vocabulary note: guayabera. What is a guayabera? What is its importance in this scene?

Scene 7 1948. The DJ talks about Trujillo and Ciudad Trujillo.



Scene 8 The Mirabal sisters are sitting in the garden; it is 1948 and they talk about Dedé and Minerva's respective love interests. Lio, short for Virgilio, gives Dedé a letter for Minerva.

17. Why do the sisters discuss exile as one of the options for anyone opposed to Trujillo's government?

18. Who is Zsa Zsa Gabor? Who is Radhamés Trujillo? What is the importance behind their relationship?

Scene 9 Time moves forward again to the present, where Dedé and the American woman talk about Dedé's past.

19. Why does Dedé insist in telling her side of the story?



Scene 10 It is 1949; Trujillo has invited the sisters and their father to one of his parties. Minerva and her sisters discuss the possible reasons behind Trujillo's invitation. It is also revealed that Minerva wants to attend college, but she is not allowed to enroll.

20. What are the different explanations that the sisters provide to justify Trujillo's invitation?

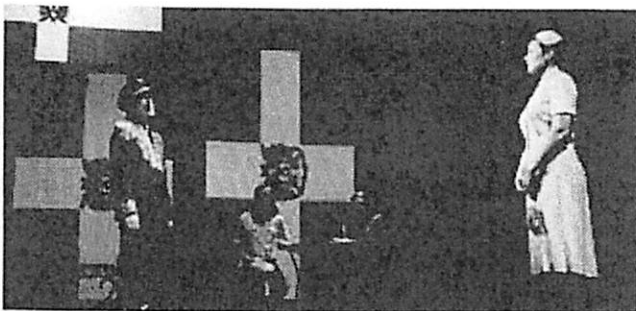


Scene 11 1949. Minerva, Patria, and Dedé attend Trujillo's party. Trujillo asks Minerva to dance a bolero.

21. How is Trujillo represented in the play?

Scene 12 1940. Dedé, Patria, and Minerva discuss Minerva's actions at the party and their possible repercussions.

22. Where is Minerva's purse? Why is the purse so important in this scene?



Scene 13 The play skips forward to Dedé and the American woman in the present.

23. What happens to the Mirabal patriarch after the party?

Scene 14 Minerva meets Trujillo three weeks after the party, in 1949. They negotiate an outcome for her father.

24. How does Minerva negotiate with Trujillo?

Scene 15 The American woman and Dedé talk through time.

25. Who wins the negotiation?

WATCH VIDEO ► youtu.be/rqoNekh-mnE

Scene 16. Time oscillates between Dedé's narration in the present and 1957. Minerva has graduated from law school, but she is not allowed to practice law.

26. To Minerva, her law degree and practicing license have a larger, symbolic meaning. What does this meaning entail?



Scene 17 The DJ and the American woman tell separate stories over a merengue.

WATCH VIDEO ▶ youtu.be/EhD95xyKuBs

Scene 18 Back in 1957, María Teresa receives a box full of weapons. María Teresa insists in being part of the growing movement against Trujillo.

27. Why does María Teresa want to participate in the movement? What is her justification?

Scene 19 It is 1959 and the revolutionary movement in the Dominican Republic has begun. María Teresa mentions the ongoing changes in Cuba.

28. Why does María Teresa compare the Dominican Republic to Cuba?

29. Why does Patria use Raúl as the name for her newborn?



Scene 20 Time moves between 1960 and the present. The sisters want to have a meeting for their movement in Patria's house, but she is unwilling to do so. Eventually, they convince Patria, but the meeting has unfortunate results for all the sisters involved.

30. A week after the meeting at Patria's house, what happens to María Teresa and Minerva?



Scene 21 María Teresa and Minerva are in prison during 1960. Minerva prays; María Teresa draws in her diary.

Scene 22 The present and the past meet again. Old Dedé tells the American woman the story behind Minerva and Dedé's release from prison.

31. Why are the sisters released? What are the conditions of their newfound freedom?



Scene 23 1960. The sisters talk about their husbands as well as Minerva's poor health.

32. Minerva utters the phrase, "history will absolve us," which is taken from a speech by Fidel Castro in 1953. Find the phrase and Castro's speech. Why does Minerva invoke it in this scene?

Scene 24 Old Dedé and the American woman look back at November 25, 1960. María Teresa, Minerva, and Patria are on their way to visit their husbands at the Puerto Plata prison.

Scene 25 Later on the same day, the three sisters are ordered to step out of the vehicle.



Scene 26 Dedé and the American woman talk again in the present. They discuss their respective roles in the current historical narrative of the sisters and the Dominican Republic.

33. What does Dedé and the American woman conclude, once they have shared their stories?





FURTHER DISCUSSION AND POSSIBLE RESEARCH TOPICS: THE PLAY

A HISTORICAL NARRATIVES WITHIN THE PLAY

34. Consider the title of the novel and the play, *In the Time of the Butterflies*. Now that you have seen the play, what is implied by the use of the word *time* in the title?
35. There is a time shift between the first and second scene, from the 1940s to the current historical moment. Throughout the rest of the play, the chronology of events will continue to be altered. How are these changes in time signaled in the play?

B THE HISTORICAL CONTEXT

The novel is marked by the omnipresence of Rafael Leónidas Trujillo, President of the Dominican Republic (1930-1938; 1942-1952) as well as the country's military dictator until 1961.

36. What is Ciudad Trujillo? Investigate this name change and its importance in the Dominican Republic.
37. How are the Mirabal sisters remembered today in the Dominican Republic?

C THE LANDSCAPE AND SETTING

38. The garden of the Mirabal household is at the center of many scenes. How is the garden set up in the play?
39. What are some of the transformations of the garden throughout the play?

D USES OF WRITTEN TEXTS WITHIN THE PLAY

IN THE TIME OF THE BUTTERFLIES presents the audience with several writers and their texts. The diaries of Minerva and María Teresa introduce vital information throughout the play and the importance of writing is highlighted by the American woman, a writer interested in pinning down the story of the Mirabal sisters.

40. What are the effects of reading diary entries out loud?
41. Why is Dedé supportive of the book that the American woman would like to write?



FURTHER QUESTIONS AND POSSIBLE RESEARCH TOPICS: REPERTORIO'S PRODUCTION

A THE ACTORS IN THE PLAY

42. How many characters does the sole male actor play? What are the effects of this decision?
43. As an anachronistic character, what are the responsibilities of the DJ onstage?

B MUSIC AND MULTIMEDIA IN THE PLAY

44. Think of the uses of different styles of music throughout the play. Why does the play rely on music?
45. Complete some research on the following Latin American musical genres used in the play: reggaetón (scene 1); bolero (scene 11); merengue (scene 17).

C THE ADAPTATION OF THE NOVEL INTO A PLAY

After reading Julia Álvarez's novel, *IN THE TIME OF THE BUTTERFLIES*, consider the following questions.

46. How is time organized in the novel? What are the results of that type of chronology?
47. What notions of history-telling and storytelling does the novel present?



JULIA ÁLVAREZ, THE NOVELIST



The novelist behind *In the Time of the Butterflies* was born in New York. Her parents decided to move their family to the Dominican Republic when Álvarez was three months old due to her father's political actions against the Trujillo regime. They returned to New York in 1960. Álvarez later obtained a B.A. from Middlebury College and a M.F.A. from Syracuse University. She is writer in residence at Middlebury College.

Consult Section XIV of this guide for further reading by Julia Álvarez.

www.juliaalvarez.com



HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT

FY16 Budget Recommendation
School Committee Presentation
February 5, 2015

Prepared by:

Dr. Michael Harvey, Superintendent of Schools

Jeffrey D. Sands, Assistant Superintendent for Finance & Administration



FY16 Budget

Superintendent's Recommendation

Level Service Budget as presented on 12/18/14

PLUS

an additional \$150,000 to fund the resources necessary
to fully implement a Middle School Teaming Model

The NET result is an increase in Total Expenditures of
\$923,050 or 3.25% versus FY15 BUDGET.



FY16 Budget – Net Assessment (Updated)

Level Service Net Operating Budget PLUS Priority Overlay

Total Expenses						
	FY14 ACT	FY14 BUD	FY15 BUD	FY16 BUD	Difference	
General Operating Expense (Before Offsets)	\$ 27,311,370	\$ 28,293,786	\$ 28,420,061	\$ 29,343,112	\$ 923,050	3.2%
Expense Offsets	\$ 1,264,538	\$ 1,171,200	\$ 987,200	\$ 1,013,510	\$ 26,310	2.7%
General Operating Expenses (After Offsets)	\$ 26,046,832	\$ 27,122,586	\$ 27,432,861	\$ 28,329,602	\$ 896,740	3.3%
Debt Service Expense	\$ 1,841,735	\$ 1,841,735	\$ 1,970,392	\$ 1,993,488	\$ 23,096	1.2%
TOTAL EXPENDITURES	\$ 27,888,567	\$ 28,964,321	\$ 29,403,253	\$ 30,323,089	\$ 919,836	3.1%

Total Funding Sources						
	FY 14 ACT	FY 14 BUD	FY15 BUD	FY16 BUD	Difference	
Revenues						
Chapter 70-Base Aid	\$ 3,370,416	\$ 3,370,416	\$ 3,413,341	\$ 3,413,341	\$ -	0.0%
MSBA Debt Service Reimbursement	\$ 1,132,065	\$ 1,132,065	\$ 1,132,065	\$ 1,132,065	\$ -	0.0%
State Transportation Reimbursement	\$ 318,440	\$ 251,000	\$ 290,000	\$ 290,000	\$ -	0.0%
Medicaid Reimbursement	\$ 118,945	\$ 85,000	\$ 85,000	\$ 85,000	\$ -	0.0%
Interest Income	\$ 3,438	\$ 4,000	\$ 4,000	\$ 4,000	\$ -	0.0%
Prior Year Unexpended Encumbrances	\$ 25,395	\$ -	\$ -	\$ -	\$ -	#DIV/0!
Other Non-recurring Income	\$ 73,928	\$ -	\$ -	\$ -	\$ -	#DIV/0!
Total Revenues	\$ 5,042,627	\$ 4,842,481	\$ 4,924,406	\$ 4,924,406	\$ -	0.0%
Transfers In From Other Funds						
Excess and Deficiency	\$ 2,115,920	\$ 2,115,920	\$ -	\$ 395,781	\$ 395,781	#DIV/0!
Total Transfers	\$ 2,115,920	\$ 2,115,920	\$ -	\$ 395,781	\$ 395,781	#DIV/0!
Total Funding Sources	\$ 7,158,547	\$ 6,958,401	\$ 4,924,406	\$ 5,320,187	\$ 395,781	8.0%
Total Expenditures	\$ 27,888,567	\$ 28,964,321	\$ 29,403,253	\$ 30,323,089	\$ 919,836	3.1%
Less Total Funding Sources	\$ 7,158,547	\$ 6,958,401	\$ 4,924,406	\$ 5,320,187	\$ 395,781	8.0%
NET ASSESSMENT including Debt Service	\$ 20,730,020	\$ 22,005,920	\$ 24,478,847	\$ 25,002,902	\$ 524,054	2.1%

Total Town Assessments						
	FY 14 ACT	FY 14 BUD	FY15 BUD	FY16 BUD	Difference	
Hamilton	\$ 15,181,864	\$ 15,181,864	\$ 16,867,884	\$ 16,971,039	\$ 103,155	0.6%
Wenham	\$ 6,824,056	\$ 6,824,056	\$ 7,610,963	\$ 8,031,863	\$ 420,900	5.5%
NET ASSESSMENT including Debt Service	\$ 22,005,920	\$ 22,005,920	\$ 24,478,847	\$ 25,002,902	\$ 524,055	2.1%



			FY15 Budget	FY16 Budget		Change \$	Change %
Salaries & Operating (All):							
	Buker Elementary School		\$ 376,507	\$ 397,258		20,751	5.5%
	Cutler Elementary School		\$ 588,360	\$ 618,173		29,813	5.1%
	Winthrop Elementary School		\$ 1,098,167	\$ 1,135,333		37,166	3.4%
	Miles River Middle School		\$ 822,622	\$ 851,730		29,108	3.5%
	Regional High School		\$ 624,056	\$ 630,618		6,562	1.1%
	District Special Education Office		\$ 2,848,803	\$ 3,161,147		312,345	11.0%
	Total Special Education:		\$ 6,358,515	\$ 6,794,260		\$ 435,745	6.9%
	Total Gross Operating Budget:		\$ 28,420,061	\$ 29,343,112			
	Special Education as % of Total:		22.4%	23.2%			
FTE Headcount (All):			FY15 Budget	FY16 Budget		Change #	Change %
	Buker Elementary School		9.8	9.8		0.0	0.0%
	Cutler Elementary School		13.1	14.3		1.2	9.0%
	Winthrop Elementary School		28.3	28.1		-0.2	-0.8%
	Miles River Middle School		19.1	19.2		0.2	1.0%
	Regional High School		10.6	10.1		-0.5	-4.7%
District Special Education Office		6.5	7.0		0.5	7.7%	
	Total Special Education:		87.3	88.5		1.1	1.3%
	Total Gross Operating Budget FTE:		\$ 295.5	\$ 298.4			
	Special Education as % of Total:		29.6%	29.7%			



FY16 Budget

Athletics Recommendation

		FY15 Budget	FY16 Budget	Change \$	Change %
Salaries:					
	Athletic Director	\$ 90,701	\$ 92,506	\$ 1,805	2.0%
	Secretarial/Clerical	\$ 27,446	\$ 28,359	\$ 913	3.3%
	Total Salaries:	\$ 118,147	\$ 120,865	\$ 2,718	2.3%
Operating:					
	Officials	\$ 4,054	\$ 4,382	\$ 328	8.1%
	Supplies	\$ 5,600	\$ 4,300	\$ (1,300)	-23.2%
	Transportation & Contracted Svcs	\$ 52,039	\$ 48,768	\$ (3,271)	-6.3%
	Other Misc	\$ 1,250	\$ 1,000	\$ (250)	-20.0%
	User Fee Relief & Scholarships	\$ 154,146	\$ 154,027	\$ (119)	-0.1%
	Total Operating:	\$ 217,089	\$ 212,477	\$ (4,612)	-2.1%
	Total District Athletics:	\$ 335,236	\$ 333,342	\$ (2,807)	-0.8%
	Total Gross Operating Budget:	\$ 28,420,061	\$ 29,343,112		
	Athletics as % of Total:	1.2%	1.1%		
	Grand Total Athletics:	\$ 660,570	\$ 667,905	\$ 7,335	1.1%
	\$ Funded by District:	\$ 335,236	\$ 333,342	\$ (1,894)	
	\$ Funded by User Fees:	\$ 325,334	\$ 334,563	\$ 9,230	
	% Funded by District:	51%	50%	-1%	
	% Funded by User Fees:	49%	50%	1%	



* - Enrollment includes Local In-District, School Choice and Local Out-of-District Placements as of October 1st of the Budget Year.



FY16 Budget Timeline

- December 15, 2014: Superintendent's FY16 Budget Book Distributed
- December 18, 2014: Superintendent's FY16 Budget Presentation
- January 8, 2015: FY16 Budget Discussion Continued
 - Middle School Teaming Model
 - High School Schedule Revised
 - School Committee Adopts Tentative FY16 Budget
- January 9, 2015: Mail Tentative FY16 Budget to Towns
- January 15, 2015: FY16 Budget Meeting #2 with Town Officials
- January 22, 2015: Public Hearing on School Committee's FY16 Budget
- January 22, 2015: FY16 Budget Discussion Continued
 - Priority Overlays, Tiers 2 & 3
 - Maintenance and Facilities
 - Technology
- February 5, 2015: FY16 Budget Discussion Continued
 - Special Education
 - Athletics
 - HWRSD 3 Year Forecast Model (FY16 – FY18)
- February 12, 2015: FY16 Budget Discussion Concluded
- February 12, 2015: School Committee votes to Adopt FY16 Budget
- April 11, 2015: Hamilton and Wenham Annual Town Meetings

Hamilton Wenham Regional School District

5 Year Budget and Forecast Analysis -- Districtwide Net Operating Budget Summary

as of February 5, 2015

	(A) FY14 Actual	(B) FY15 Budget	(C) FY16 Budget	(D) FY17 Forecast	(E) FY18 Forecast	FY15 vs FY14 \$ Change	(B vs A) % Change	FY16 vs FY15 \$ Change	(C vs B) % Change	FY17 vs FY16 \$ Change	(D vs C) % Change	FY18 vs FY17 \$ Change	(E vs D) % Change
Base Salary	\$ 17,500,567	\$ 17,886,817	\$ 18,617,537	\$ 18,993,810	\$ 19,470,509	\$ 386,250	2.2%	\$ 730,721	4.1%	\$ 376,273	2.0%	\$ 476,698	2.5%
Other Salary	\$ 626,493	\$ 592,641	\$ 571,019	\$ 582,439	\$ 594,088	\$ (33,852)	-5.4%	\$ (21,622)	-3.6%	\$ 11,420	2.0%	\$ 11,649	2.0%
Gross Operating	\$ 5,652,976	\$ 6,182,087	\$ 6,561,642	\$ 6,762,439	\$ 6,969,897	\$ 529,111	9.4%	\$ 379,555	6.1%	\$ 200,797	3.1%	\$ 207,458	3.1%
Fringe	\$ 3,531,334	\$ 3,758,517	\$ 3,592,913	\$ 3,682,736	\$ 3,774,805	\$ 227,183	6.4%	\$ (165,604)	-4.4%	\$ 89,823	2.5%	\$ 92,068	2.5%
Gross Operating:	\$ 27,311,370	\$ 28,420,061	\$ 29,343,112	\$ 30,021,425	\$ 30,809,299	\$ 1,108,692	4.1%	\$ 923,050	3.2%	\$ 678,313	2.3%	\$ 787,874	2.6%
Operating Offsets	(1,264,538)	(987,200)	(1,013,510)	(1,013,510)	(1,013,510)	277,338	-21.9%	(26,310)	2.7%	-	0.0%	-	0.0%
Net Operating Budget	\$ 26,046,832	\$ 27,432,861	\$ 28,329,602	\$ 29,007,915	\$ 29,795,789	\$ 1,386,030	5.3%	\$ 896,740	3.3%	\$ 678,313	2.4%	\$ 787,874	2.7%
Key Indicators:													
# of Students Enrolled at October 1st	1,907	1,863	1,838	1,813	1,788	(44)	-2.3%	(25)	-1.3%	(25)	-1.4%	(25)	-1.4%
Net Operating Budget per Student	\$ 13,659	\$ 14,725	\$ 15,413	\$ 16,000	\$ 16,664	\$ 1,067	7.8%	\$ 688	4.7%	\$ 587	3.8%	\$ 664	4.2%
Student to Teacher Ratio	10.30	10.35	10.11	10.10	10.09	0.05	N/A	(0.25)	N/A	(0.01)	N/A	(0.01)	N/A
Student to Teacher + TA Ratio	7.96	8.06	7.84	7.82	7.79	0.09	N/A	(0.21)	N/A	(0.03)	N/A	(0.03)	N/A
FTEs Headcount:													
Professional Staff	185.16	179.95	181.86	179.51	177.22	(5.21)	-2.8%	1.91	1.1%	(2.35)	-1.3%	(2.29)	-1.3%
TAs	54.33	51.33	52.44	52.44	52.44	(3.00)	-5.5%	1.11	2.2%	0.00	0.0%	0.00	0.0%
Secretaries	14.98	15.74	15.14	15.14	15.14	0.75	5.0%	(0.60)	-3.8%	0.00	0.0%	0.00	0.0%
Nurses	5.50	5.50	5.50	5.50	5.50	0.00	0.0%	0.00	0.0%	0.00	0.0%	0.00	0.0%
Maintenance/Custodial	14.00	16.50	17.00	17.00	17.00	2.50	17.9%	0.50	3.0%	0.00	0.0%	0.00	0.0%
Administration	10.70	13.75	13.75	13.75	13.75	3.05	28.5%	0.00	0.0%	0.00	0.0%	0.00	0.0%
Other	12.60	12.70	12.70	12.70	12.70	0.10	0.8%	0.00	0.0%	0.00	0.0%	0.00	0.0%
Total FTEs Headcount:	297.27	295.47	298.38	296.03	293.74	(1.81)	-0.6%	2.92	1.0%	(2.35)	-0.8%	(2.29)	-0.8%

* - Enrollment includes Local In-District, School Choice and Local Out-of-District Placements as of October 1st of the Budget Year.

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT D

RESERVE FUNDS: EXCESS & DEFICIENCY (E&D)

At the end of each fiscal year, the District shall close any surplus or deficit in the General Fund to the Reserve Fund (called E&D Fund). The MA Department of Revenue (DOR) certifies the District's E&D balance annually, similar to a community's free cash certification. In order to have E&D certified, the District shall submit the required information to the DOR at the close of each fiscal year but no later than October 31st. DOR is then required to certify the District's E&D balance by December 1st.

The School Committee's objective is to maintain adequate reserves to ensure operational stability in the school district. As a result, the School Committee shall seek to maintain a minimum balance of three (3) percent of its operating budget and capital cost budget for the succeeding fiscal year in its E&D Fund.

If the District's certified E&D balance exceeds three (3) percent of its operating budget and capital cost budget for the succeeding fiscal year, the District must use the amount in excess of the three (3) percent as a revenue source for its ensuing Annual Operating Budget. Each year, as part of the District's Annual Budget process, the School Committee will determine the exact amount of E&D Funds, if any, that is in excess of the three (3) percent reserve and will use these funds to reduce the amount to be raised by assessment by the member Towns during the ensuing Annual Budget process (i.e. applied as a revenue source to the following Fiscal Year's Operating Budget). This shall occur on the same day that the School Committee is scheduled to adopt, by a two-thirds vote, the Annual Operating Budget for the District (see Policy D4008). The date of adoption shall not be before February 1st or later than March 31st in any given year.

The annual certification of E&D, and the District's Annual Budget process as described herein, shall serve as the standard mechanism for reconciling the E&D Fund and the only process by which funding will be returned to the member Towns. This includes but is not limited to any funding variances directly attributable to the Chapter 70 and Regional Transportation Programs.

Finally, the School Committee, on occasion, may approve by a two thirds vote the use of existing E&D Funds as additional revenue within a current fiscal year in order to cover unanticipated revenue shortfalls or to fund non-recurring or unforeseen expenditures that are deemed as either extraordinary or unavoidable by District Administration and the School Committee. Any vote to increase the current year Budget through the use of existing E&D Funds shall be submitted to both member Town's for approval in accordance with DESE regulations.

LEGAL REFS: M.G.L. 71:16B; 71:16 ½B; 603 CMR 41.06; 603 CMR 41.05

Policy Review: 1st Reading: January 22, 2015

2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: William Wilson

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT E

HOME EDUCATION

The School Committee recognizes the rights of parents/guardians to educate their children outside of a public school setting as provided by Massachusetts General Laws, Chapter 76, § 1 and the guidelines established by the MA Supreme Judicial Court in *Care and Protection of Charles and others*, 399 Mass. 324 (1987).

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Approval Process

1. The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.
2. Home schooling programs should normally begin at the start of a school year and requests should be submitted sufficiently in advance to allow for proper review and analysis.
3. The parent/guardian must certify in writing, on a form provided by the District, the name, age, place of residence, and number of hours of attendance of each child in the program.
4. If a home schooling plan is rejected, the Superintendent must provide the reasons for this decision and provide the parent/guardian with the opportunity to explain their proposed plan and/or revise their proposal to remedy the inadequacies. Responses by both parties should not exceed a two-week period.
5. The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:
 1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
 2. The competency of the parents to teach the children,
 3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
 4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

Policy Review: 1st Reading: January 22, 2015
2nd Reading: February 5, 2015

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: William Wilson

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

A student being educated in a home-based program within the District is not considered to be enrolled in the public schools. Therefore, home-educated students are not eligible to receive a high school diploma. A student being educated in a home-based program within the district may have access to either curricular or extracurricular public school activities subject to availability and approval of the Superintendent. Home-educated students may participate in MIAA athletics as long as the student meets the standards for eligibility as outlined by the MIAA. Students may participate in other extracurricular activities with the approval of the building principal.

SOURCE: MASC

LEGAL REF.: M.G.L. 69:1D; 76:1, Care and Protection of Charles

Care and Protections of Charles - MASS. Supreme Judicial Court 399 Mass. 324 (1987)

Policy Review: 1st Reading: January 22, 2015
2nd Reading: February 5, 2015

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: William Wilson

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT F

**Hamilton-Wenham Regional School District's Title I Supplement, Not Supplant Policy and
Procedures 2012-2013**

The No Child Left Behind Act of 2001 includes federal provisions of the Elementary and Secondary Act that outline specific uses for federal funds. One of the major requirements is that federal funds must supplement, not supplant, the use of local or state funds to support education.

One of the federal programs in which Hamilton-Wenham Regional School District (HWRSD) participates is Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies. By participating in the Title I program, HWRSD agrees that Title I funds may not take the place of - supplant – public education services that are provided to all students.

The following policies and procedures will assist the district in demonstrating that it uses Title I funds only to supplement, and to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of students participating in Title I programs.

HWRSD's Title I funds are used to support education at its three elementary schools. Each elementary school operates a Targeted Assistance Program.

Targeted Assistance Schools – Bessie E. Buker Elementary School
Cutler Elementary School
Winthrop Elementary School

Student Selection Criteria for Targeted Assistance Schools

Title I students must receive the same amount of instruction provided to all students, with Title I students receiving additional time and instructional services. Title I funds cannot be used to supplant existing services for students.

Title I serves only students who are identified by the school as failing, or most at risk of failing to meet the State's student academic achievement standards. Title I provides supplementary services designed to meet the specific educational needs of students who are participating in the program. Each Title I school shall follow the student selection guidelines contained in this policy. A rank-ordered list of students identified as eligible for Title I services is developed by determining the extent of educational need, utilizing one or more clearly defined, educationally-related objective measures.

The following multiple, objective, educationally-related criteria are used by schools in the

Policy Review: 1st Reading:
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: William Wilson

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

HWRSD to select the eligible pool of Title I students. Eligible students are those identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards. If all eligible students cannot be served, schools shall select those students most in need from this pool to be served. Below are examples of objective, educationally-related criteria that may be used to identify students for Title I services.

- English Language Arts: Students' scores on standardized measures of educational progress, including state-mandated testing, teacher recommendations, and teacher-developed tests.
- Mathematics: Students' scores on standardized measures of educational progress, including state-mandated testing, teacher recommendations, and teacher-developed tests.

In addition to the students identified by the criteria above and any additional school selection criteria, the following students are automatically eligible for Title I services:

- A student who, at any time in the preceding 2 years, participated in a Head Start, Even Start, or Early Reading First program, or in Title I preschool services.
- A student who, at any time in the preceding 2 years, received services under Title I, Part C, Migrant Program
- A student in a local institution for neglected or delinquent children and youth or attending a community day program for such children.
- A student who is homeless and attending any school in the district

Staffing

The district will maintain records that demonstrate that each Title I program receives staff services commensurate with the staff payment. Corroboration of records to what is actually taking place will be conducted through, for example, spot-checks, review, interviews with staff, and interviews with students.

Evidence will include:

- The staff daily schedule of activities for 100% Title I-funded staff
- The staff daily schedule with clear delineation of time spent on the Title I program for split-funded staff
- Time and Effort Records
- Payroll forms and timesheets
- Any other documentation that demonstrates accurate charges to the Title I program (e.g. detailed position descriptions for split-funded staff).

The district will maintain a description of the professional development provided at the district level that is funded with Title I funds.

Policy Review: 1st Reading:
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: William Wilson

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

Professional Development

Evidence will include:

- A description of how professional development is aligned with the needs of Title I students.
- A list of staff that participated in Title I funded professional development (district staff will ensure the participating staff are those who teach or provide support to Title I students).

In addition to the above evidence, all professional development requests will be reviewed by the Assistant Superintendent for Learning to ensure that professional development provided with Title I funds does not duplicate professional development the district would provide to all staff in the absence of Title I funds. The office of the Assistant Superintendent will be responsible for maintaining descriptions of school-level professional development paid for by Title I funds.

Parent/Guardian Involvement

Parent involvement activities must not duplicate those that the district provides for non-title I parents that, in the absence of Title I funds, would be provided to all parents.

The office of the Assistant Superintendent for Learning will be responsible for maintaining descriptions of school-level parent involvement activities paid for by Title I funds.

Evidence will include:

- A description of how parental involvement activities are aligned with the needs of Title I students.
- Copies of notices sent to Title I parents informing and/or inviting them to Title I funded activities.
- Attendance lists from parent involvement activities. The building principal will review all lists to ensure that the majority of participants are parents/guardians of Title I students even though others may be invited to attend.

Procedures for Dissemination

The Assistant Superintendent for Learning will disseminate this policy to all principals and staff in Title I schools to insure clear understanding of the concept of supplement, not supplant and the procedures enacted to follow this policy

Policy Review: 1st Reading:
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: William Wilson

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

H8004

CLASS SIZE POLICY

For the purpose of this policy, the District has been divided into grade categories for specific recommendations: Preschool; K; Grades 1-2; Grades 3-5; Grades 6-8; Grades 9-12.

Effective class size is meant to be used constructively. They are not intended to restrict the flexibility of the system to react creatively in meeting the needs of the district.

Setting reasonable limitations on class size is essential to creating the needed **opportunities for learning** for all students, as well as to creating a **learning environment** within each class that is conducive to effective teaching and learning.

Where class sizes go above appropriate ranges, additional adult support for the primary teacher (e.g., Teaching Assistant, SPED assistant, tutor, intern, etc.) may be appropriate.

Decisions regarding class size will be based on the Core Values, Mission Statement and Budget Priorities established by the School Committee. The intent of this policy on class size is that it be applied to cover the Grades Prekindergarten-12.

The research on class size and student achievement varies. Other factors, however, must be considered as they have enormous impact on the learning experiences of students. The age of students, their capacity and learning styles, individual needs, appropriate instructional methods; teacher responsibilities and physical limitations of facilities are all important considerations.

The age of the students, their learning styles and capacity affect the class composition and size. The diversity of learning profiles within a class necessitates a reasonable class size in order for a teacher to reach and teach each child. All students, by law, are to be placed in the least restrictive environment in order to meet their potential. This means classes today are more diverse than they ever have been before.

Concepts, content and skills to be taught and mastered by students also affect the composition and class size. Inquiry based science; small group flexible grouping, learning centers and active engagement of all students in their learning processes influence the maximum number of students in a class.

In our Preschool Sped Program, a maximum of 8 is recommended. In Kindergarten, a maximum of 18 is recommended. Students in Kindergarten need more intervention and support as they transition to a world of being one of many competing for an adult's undivided attention. In

Originally Adopted: September 18, 1997

Policy Review: February 5, 2009

Approved: February 5, 2009

Vote: 6-0-2

Chairperson, HWRSD School Committee:

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

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

grades 1 and 2, a maximum of 20 is recommended. Acquisition of basic language skills of reading, listening, speaking and writing as well as understanding of number sense necessitates small class sizes.

In grades 3-5, a range of 20-22 is recommended for a class size. Students are heterogeneously grouped. The classroom teacher is responsible for language arts, reading, math, science and social studies, and integration of the arts. The teacher works to link learning experiences so that the students learn to view their acquisition of concepts, content and skills as a whole rather than separate subjects.

In Middle School (Grades 6-8), the recommendation is a class size range of 20-22 for major subject areas. At this level, course work is exploratory, students receiving basically the same non-elective curriculum. Teachers at this level are responsible for specialized areas of instruction and scheduling is by blocks of time. Possible exceptions to this guideline are classes with space and equipment limitations such as Life Skills and Technology Education. When possible, Language Arts and World Language class size should be at the low end of class size range.

Recommendations for the High School (Grades 9-12) class size must cover the diversity of course offerings and specific requirements. Class size range of 20 -22 is recommended as applicable to most courses. However course objectives, level of instruction, existing facilities and the sequential development of courses may necessitate smaller classes. For example, some Applied Technology classrooms have a capacity of 16. English and World Language class size should, when possible, fall below so to promote more written work in these disciplines.

Courses which develop a logical sequence in a department, although not enrolled to capacity, cannot be dropped without interrupting students' programs. While a recommended minimum of 12 students must sign up for a sequential course during initial class sign up period, it is recognized that scheduling conflicts may result in unpredictable class size fluctuations.

Six major criteria will be taken into account in determining class size. These criteria are:

1. Numbers
2. Educational Philosophy
3. Psychological and Behavioral Concerns
4. Facility Constraints
5. Financial Constraints
6. Logical Sequence of Department Courses

Each year during the budgetary process, each school principal, working with on-site staff, will develop and recommend to the Superintendent of Schools, staffing needs consistent with this policy.

Originally Adopted: September 18, 1997
Policy Review: February 5, 2009
Approved: February 5, 2009
Vote: 6-0-2
Chairperson, HWRSD School Committee:
(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

When the number of students in a grade does not comply with the desirable class size range for that grade or when financial or facility constraints do not allow the following of this policy, an in depth review process will take place. This in depth review process will consider the six major criteria listed above. Input from on-site teachers and administrators will be sought to get the necessary information relative to these criteria to arrive at an informed decision.

If any class exceeds the optimum range of students, the principal, working with staff on site, will make recommendations to the Superintendent of Schools as to what additional support is necessary to best meet the needs of the students.

In addition, when conditions during the school year impact on implementing the policy adopted, the principal will develop and recommend a plan of action to the Superintendent of Schools. This plan of action will incorporate the weighing of the six major criteria and input from on-site teaching staff.

Class Size Recommendations

A review of our current practice suggests the following class size recommendations. These class size recommendations are more in line with our Cores Values and current staffing class size practices. The class sizes below are provided in a range format. The preferred range is strongly recommended:

CLASS SIZES

	<u>Preferred</u>	<u>Optimum</u>
Preschool (SPED)	8	--
Kindergarten	15	18
Grade 1-2	20	20
Grade 3-5	20	22
Grade 6-8 (MS)	20	22
Grade 9-12 (HS)	20	22

Unless otherwise reduced due to conditions in the criteria adjustments where equipment, or labs, or program require lower numbers.

II. Policy Review and Revision

Review and revision of these policies and procedures shall occur as needed, but at least every two years.

Originally Adopted: September 18, 1997
Policy Review: February 5, 2009
Approved: February 5, 2009
Vote: 6-0-2
Chairperson, HWRSD School Committee:
(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

Amendment to the HWRSD Class Size Policy (H 8004)
As voted by the HWRSD School Committee on February 5, 2009

Modified Class Size through FY 12 – Voted February 5, 2009

Preschool	15	students
Grades K – 5	22 - 24	students
Grades 6-8	24 - 28	students
Grades 9-12	26 - 30	students (including English and foreign language)

Modified Class Size for 2008-2009 - Voted March 31, 2008

Preschool	8-10	students
Kindergarten	19-20	students
Grades 1-2	20-22	students
Grades 3-4	20-22	students
Grades 6-8	22-24	students
Grades 9-12	22-24	students (including English and foreign language)

Official Class Size Policy - Voted: 1999

Preschool	8-10	students
Kindergarten	15-18	students
Grades 1-2	18-20	students
Grades 3-12	20-22	students
HS English & Foreign Lang.	18-20	students

Originally Adopted: September 18, 1997
Policy Review: February 5, 2009
Approved: February 5, 2009
Vote: 6-0-2
Chairperson, HWRSD School Committee:
(Original Signature on file in the Superintendent's Office)

Grade	Baker, 12 Classes		Cutler, 13 Classes		Winthrop, 13 Classes					Range	
							Total/Grade	Avg	Classes		
K	21	21	20	21	19	21	21	144	20.57	7	19-21
1	22	22	17	17	17	16		128	18.29	7	16-22
2	21	20	21	22	19	20		123	20.50	6	19-22
3	19	20	18	19	22	23		121	20.17	6	18-23
4	19	21	21	21	18	19		119	19.83	6	18-21
5	22	23	23	24	17	23		132	22.00	6	17-24
Totals	251		261		255		767	20.18	38		

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT G

Class Size Policy

The Hamilton-Wenham Regional School Committee recognizes that class size is an important factor in good education and will, whenever possible, subject to space availability and all other educational considerations, ensure that class size is of the most effective nature for both teacher and pupil. Special attention to class size will be given to special situations such as shop areas, drawing areas, or laboratory areas. The Superintendent shall be responsible for the routine review of this policy and will annually report on the status of class sizes in the District to the School Committee.

Policy Review: 1st Reading:
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: William Wilson

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT H

DOMESTIC VIOLENCE LEAVE POLICY

It shall be the policy of the school district to permit an employee to take up to 15 days of domestic violence leave from work in any 12 month period. In order to be eligible for said leave:

- (i) the employee , or a family member of the employee must be a victim of abusive behavior;
- (ii) the employee must be using the leave from work to seek or obtain medical attention, counseling , victim services or legal assistance; secure housing; obtain a protective order from court; appear before a grand jury; meet with a district attorney or other law enforcement official; or attend child custody proceedings or address other issues directly related to the abusive behavior against the employee or family member of the employee; and
- (iii) the employee must not be the perpetrator of the abusive behavior against such employee's family member.

The fifteen days of leave shall be paid. An employee seeking such leave shall not need to exhaust all annual or vacation leave, personal leave and sick leave available to the employee, prior to requesting or taking domestic violence leave, unless the employer waives this requirement.

Except in cases of imminent danger to the health or safety of an employee, advanced notice of domestic violence leave shall be required. If such imminent danger exists the employee shall notify the employer within 3 workdays that the leave was taken. The notification may be communicated to the employer by the employee, a family member of the employee or the employee's counselor, social worker, health care worker, member of the clergy, shelter worker, legal advocate or other professional who has assisted the employee in addressing the effects of the abusive behavior. If an unscheduled absence occurs, an employer shall not take any negative action against the employee if the employee, within 30 days from the unauthorized absence or within 30 days from the employee's last unauthorized absence in the instance of consecutive days of unauthorized absences, provides any of the documentation found in (1) to (7) below. An employer may require documentation that the employee or employee's family member has been a victim of abusive behavior and that the leave is consistent with clauses (i) to (iii) as above referenced; provided, however, that an employer shall not require an employee to show evidence of an arrest, conviction or other law enforcement documentation for such abusive behavior. The documentation shall be provided to the employer within a reasonable period after the employer requests it.

An employee shall satisfy this documentation requirement by providing any one of the following documents to the employer:

- (1) a protective order, order of equitable relief or other documentation issued by a court of competent jurisdiction as a result of abusive behavior against the employee or employee's family member;
- (2) a document under the letterhead of the court, provider or public agency which the employee attended for the purposes of acquiring assistance as it relates to the employee or family member;

Policy Review: 1st Reading: February 5, 2015
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: William Wilson

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

- (3) A police report or statement of a victim or witness provided to police documenting the abusive behavior;
- (4) documentation that the perpetrator of the abusive behavior has admitted to sufficient facts to support a finding of guilt ; or has been convicted of , or has been adjudicated a juvenile delinquent by reason of any offense constituting abusive behavior;
- (5) medical documentation of treatment as a result of the abusive behavior;
- (6) a sworn statement, signed under the penalties of perjury, provided by a counselor, social worker, health care worker, member of the clergy, , shelter worker, legal advocate or other professional who has assisted the employee in addressing the effects of the abusive behavior;
- (7) a sworn statement, signed under the penalties of perjury, from the employee attesting that the employee has been a victim of or is a family member of a victim of abusive behavior.

All information related to the employee's leave shall be kept confidential and shall not be disclosed, except to the extent that disclosure is:

- (i) requested or consented to, in writing, by the employee;
- (ii) ordered to be released by a court of competent jurisdiction;
- (iii) otherwise required by applicable federal or state law;
- (iv) required in the course of an investigation authorized by law enforcement, including, but not limited to, an investigation by the Attorney General; or
- (v) necessary to protect the safety of the employee or others employed at the workplace.

The Superintendent shall ensure that notice is provided to all employees in the next school year and beyond by appropriately amending the district's employee handbooks, by whatever title they may be known, or by direct notice about the Domestic Violence Law and securing the employees signature acknowledging receipt of the handbook/notice. The Superintendent shall be responsible for notifying all current employees, unless they have been notified through the handbook, of this policy in a manner that he/she deems appropriate.

No employer shall coerce, interfere with, restrain or deny the exercise of, or any attempt to exercise, any rights provided herein or to make leave requested or taken contingent upon whether or not the victim maintains contact with the alleged abuser. No employer shall discharge or in any other manner discriminate against an employee for exercising the employee's rights under law. The taking of domestic violence leave shall not result in the loss of any employment benefit accrued prior to the date of such leave. Upon the employee's return from such leave, he/she shall be entitled to restoration to the employee's original job or to an equivalent position. Definitions of 'abuse', "abusive behavior", "domestic violence", "employees" and "family members" may be found in the laws referenced below.

SOURCE: MASC October 2014

LEGAL REF.: M.G.L. 149:52E; Section 10 Chapter 260 of the Acts of 2014

Policy Review: 1st Reading: February 5, 2015

2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: William Wilson

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT I

COMMUNICABLE DISEASES

The District is required to provide education services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease where attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law.

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as Acquired Immune Deficiency Syndrome (AIDS).

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease or who is susceptible to a vaccine preventable disease in the event of an outbreak may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The Educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis on accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualified for services as a handicapped child under state and federal law, the procedures for determining the appropriate education placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent.

Revised: January 18, 1996

Revised: January 22, 2013

LEGAL REF.: M.G.L. 71:55, 76:55A, 111:6, 76:15, 105 CMR 220.00

Policy Review: 1st Reading: February 5, 2015

2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: William Wilson

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
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EXHIBIT J

Health Education

The School Committee is committed to a sound, comprehensive health education program as an integral part of each student's general education. The health education program will emphasize a contemporary approach to the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. Students also will be presented with information regarding complex social, physical and mental health problems, which they might encounter in society. In an effort to help students make intelligent choices on alternative behavior of serious personal consequence, health education will examine the potential health hazards of social, physical and mental problems existing in the larger school-community environment.

LEGAL REF.: M.G.L. 71:1

Revised: 9/3/2013

Policy Review: 1st Reading: February 5, 2015
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: William Wilson

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
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EXHIBIT K

INOCULATIONS OF STUDENTS

Students entering school for the first time, whether at kindergarten or through transfer from another school system, will be required to present a physician's certificate attesting to immunization against diphtheria, whooping cough, poliomyelitis, tetanus, measles, and such other communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child, or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent.

Established by law

SOURCE: MASC

LEGAL REF.: M.G.L. 76:15

Policy Review: 1st Reading: February 5, 2015
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: William Wilson

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
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EXHIBIT L

PHYSICAL EXAMINATIONS OF STUDENTS

The Hamilton-Wenham Regional School District will comply with 105 CMR 200 regarding the Physical Examination of Students

M.G.L. Ch. 71 §57 and 105 CMR 200.000-200.920 require physical examinations of school children within one year prior to entrance to school or within 30 days after school entry and at intervals of either three or four years thereafter.

The Hamilton-Wenham Regional School District strongly encourages the performance of mandated physicals by the family's own physician whenever possible. The school physician or the family physician shall promptly notify the student's parent(s) or legal guardian(s) of any disabilities or medical conditions found during physical examinations of a student.

Periodic Examination

A physical exam is required for a preschool student, kindergarten, grade 4, grade 7 and grade 10. The exact grade designation may change as long as the interval number of years does not exceed four years. The requirement for grades preschool and kindergarten may not be changed.

The Hamilton Wenham Regional Schools have designated required subsequent physicals in grades 4, 7 and 10.

Transfer Students

A student transferred from another school system shall be considered as an entering student. Health records transferred from the student's previous school may be used to determine compliance with this requirement.

Employment Certificates

Students under 16 and over 14 years of age requesting employment certificates must have a updated physical.

Athletic Physicals

Students must have a physical prior to participation in competitive athletics, on an annual basis.

Chapter 1 Massachusetts Interscholastic Athletic Association (MIAA) Rule 56.1 Student Eligibility: Physical Examinations:

All students must pass a physical examination prior to participation in high school athletics. A physical examination must be performed by a duly registered physician, physician's assistant, or nurse practitioner.

Other Circumstances

The Superintendent shall ensure that a student is referred and examined by the student's primary care provider for the following situations:

Policy Review: 1st Reading: February 5, 2015

2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: William Wilson

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
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1. Frequent absences due to unexplained illness;
2. Known or suspected physical disabilities or medical conditions that require appraisal;
3. Referral by the school nurse;
4. At any time to determine the presence or absence of communicable or contagious diseases.

If the child does not have a primary care physician, the school nurse will consult with the school physician and provide the parent/guardian with referral sources to fulfill the mandated requirement.

LEGAL REFS.: M.G.L. 105 CMR 200, MIAA 56.1

Revised: January 18, 1996

Revised: August 20, 2014

SOURCE: MASC Policy

LEGAL REFS.: M.G.L. 71:53; 71:54; 71:56; 71:57

Policy Review: 1st Reading: February 5, 2015
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: William Wilson