



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

SCHOOL COMMITTEE MEETING

Buker Elementary School
Multi-Purpose Room

Thursday, June 2, 2016

6:30 PM

RETIREEE RECEPTION 6:30 – 7:15 PM

1. Call to Order 7:15
2. Pledge of Allegiance
3. Citizens' Comments 7:20
4. Chair's Report 7:30
5. Superintendent's Report 7:45
 - a. Recognition of Retirees
 - b. National History Day Students
6. Consent Agenda 7:55
 - a. Minutes May 5, 2016 Exhibit A
 - b. Field Trip 8th Grade to Spain Exhibit C
 - c. Field Trip 8th Grade to China Exhibit D
 - d. Field Trip – Winthrop School K-5 Exhibit E
 - e. Field Trip – National History Day Competition Exhibit F
7. New Business 8:15
 - a. Buker Playground Improvement Project Fundraising Exhibit M
 - b. Cutler Project Gazebo Fundraising Exhibit N
 - c. Report from Spanish language Trip to Cuba
 - d. EdFund-Grant Funds \$13,867.90 "Using Legos to Solve Physics & Engineering Challenges" Exhibit G
 - e. EdFund-Grant Funds \$15,853.39-8th Grade Science Technology Modernization for Data Analysis Exhibit H
 - f. Approve Sub Committee Charges
 - g. Warrant Sub Committee
 - h. Policy Review
 - 1st Reading CORI Policy for Challenge Course Exhibit I
 - 2nd Reading Pediculosis Policy Exhibit J
 - i. School Committee Calendar for 2016-2017 Exhibit K
 - j. Approval of BANS Sale Exhibit L
 - k. Affordable housing discussion – vote of a liaison
 - l. Turf Field discussion
 - m. Regional Agreement discussion & review of agreement
8. Vote to Adjourn 9:30

Secretary: Michelle Bailey, HWRSC

Knowledge • Responsibility • Respect • Excellence

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

HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE MEETING
MINUTES
MAY 5, 2016
7:15 PM

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

Present: Michelle Bailey, Jeanise Bertrand, Deborah Evans, Hannah Fraley, Dennis Hurley, Stacey Metternick, David Polito

Also present: Michael Harvey
Peggy McElhinney
Jeff Sands

II. **PLEDGE OF ALLEGIANCE**

All rose for the pledge of allegiance.

III. **CITIZENS' COMMENTS**

No citizen comments

IV. **NEW BUSINESS**

A. School Committee Reorganization

B. Election of Officers

1. Chairperson—Deb Evans and Stacey Metternick nominated. After discussion, Stacey Metternick was chosen by a hand vote.
2. Vice-Chair—Hannah Fraley
3. Secretary—Michelle Bailey
4. Assistant Secretary—Dennis Hurley
5. Assistant Treasurer—David Polito

C. Michael Harvey introduced Peggy McElhinney, Director of Curriculum, Assessment & Instruction. She begins July 1.

D. Report from Brad Hill on FY17 Budget & School Legislation [postponed]

E. Reorganization of Sub Committees

- Warrant, Policy and Finance are retained as working groups. Upon consideration, committee members will email Chairperson with their preference for working group service.

I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO CREATE A WARRANT SUB-COMMITTEE (FUNCTIONING THROUGH SCHOOL COMMITTEE ELECTIONS 2017) AND THAT THE MEMBERS OF THAT COMMITTEE WOULD BE DAVID POLITO AND HANNAH FRALEY.

Motion by MICHELLE BAILEY; seconded by HANNAH FRALEY

Unanimously approved.

- Discussion of subcommittees; suggestion of the addition of a Student Achievement sub-committee. An alternative of having quarterly reports from Kathy Harris and Peggy McElhinney in order to more effectively track student achievement was discussed. More frequent reports from school councils would also serve this purpose.
- Planning sub-committee: this committee's call should include facilities. Concern expressed that persons knowledgeable regarding apportionment be available to provide continuity.

I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE VOTE TO CREATE THREE SUB-COMMITTEES FOR THE NEXT YEAR, ENDING IN 2017: COMMUNICATIONS, POLICY, AND PLANNING.

- **COMMUNICATIONS: DAVID POLITO, DEB EVANS AND MICHELLE BAILEY**
- **POLICY: DENNIS HURLEY, HANNAH FRALEY AND MICHELLE BAILEY**
- **PLANNING: DEB EVANS, JEANISE BERTRAND AND STACEY METTERNICK**

Motion by MICHELLE BAILEY; Seconded by HANNAH FRALEY

Unanimously approved.

Subcommittees should bring updated charges for their tasks to next School Committee Meeting

F. Selection of School Liaisons:

- Suggestion to merge MRMS and HWRHS liaisons from two persons to one. Their meetings are first Monday at 9 AM. Their next meeting is in September.
- Liaison with Buker Friends group— Jeanise shared how she participated in the past, importance of communicating relevant information shared between Buker and the SC.
- Discussion of pros and cons of SC liaisons being present at the meetings vs. maintaining close email correspondence. Each Friends association should be aware of who their liaison is. Each SC member should be in close communication with the presidents of each Friends committee.
- Liaisons are—
 - David Polito for Buker.
 - Dennis Hurley for Cutler
 - Deb Evans for Winthrop
 - Hannah Fraley for SEPAC
 - Jeanise Bertrand for HWHS and MRMS

Updates: Friends of Buker—Mother's day flower sale on Friday and Saturday Mother's Day weekend

Friends of the Arts: Annual Melody Miles Saturday of Memorial Day weekend—

I MOVE THAT THE HWSC ACCEPT THE GIFT OF \$795 FOR THE LEGO EDUCATION WE DO PROGRAM.

Motion by MICHELLE BAILEY, seconded by JEANISE BERTRAND

Unanimously approved

H. Vote to accept Grant money from the Friends of the Arts in the amount of \$1,859.50 for the purchase of Camera Equipment

Exhibit B

I MOVE THAT THE HWSC ACCEPT THE GRANT OF \$1859.50 FROM FRIENDS OF THE ARTS FOR A NIKON DIGITAL CAMERA FOR THE HIGH SCHOOL'S DIGITAL PHOTOGRAPHY CAMERA.

Motion by MICHELLE BAILEY, seconded by HANNAH FRALEY

Unanimously approved

I. Vote Last Day of School

I MOVE THAT THE HAMILTON WENHAM SCHOOL COMMITTEE VOTE THE LAST DAY OF THE 2015/2016 SCHOOL YEAR TO BE JUNE 24. THIS WILL BE AN EARLY RELEASE DAY, AND NO LUNCH WILL BE SERVED.

Motion by MICHELLE BAILEY, seconded by DENNIS HURLEY

Unanimously approved

V. SUPERINTENDENT'S REPORT

Happy Teacher Appreciation Week:

This week is Teacher Appreciation Week. Please take a minute to remember those teachers who helped us to become the adults we are today, and to say "thanks" to the dedicated educators of the HWRSD who are making a difference in the lives of the adults of tomorrow.

I am happy to announce the hiring of Peggy McElhinney as the Director of Curriculum, Assessment, and Instruction. Peggy brings the right combination of education, professional experience and passion to help lead the HWRSD towards achieving its mission of preparing all students to succeed in the future. Among her many accomplishments in her nine years as the Curriculum Director at Danvers High School, Peggy oversaw the re-alignment of the school's curriculum into an Understanding by Design Model, made great strides in strengthening the math and science programs at Danvers Middle and High Schools, and worked with teachers to tie district and school improvement goals together to create professional practice and student learning goals that resulted in improved student performance. I am excited about the prospect of adding Peggy to our District Leadership Team beginning on July 1.

I would also like to take the opportunity to thank all of the members of the Hamilton-Wenham community who took the time to participate in this process and share their views on the candidates. As

we had several well-qualified applicants for this position, the feedback supplied by search committee members and faculty and administration who participated in the open interviews was invaluable in helping to identify the best candidate.

PARCC Testing in Full Swing

PARCC Testing is currently taking place in our elementary and middle schools for all students in grades 3-8. Teachers and principals report the testing is going smoothly. I also met with a group of students earlier this week to learn their impressions of the new test. They reported that the format of the questions, the vocabulary used in them and being able to give more than one response to a question was different for them. They also reported that while they were concerned at the beginning of the session as to whether 90 minutes would be enough time to complete it, most students found that it was more than enough time. Some students even went as far to say that they felt the time limit was preferable to the untimed MCAS, since the PARCC sessions were actually shorter than what they had experienced with the MCAS.

Meeting with Andrew DeFranza, Harborlight Community Partners

On Wednesday, April 13, I met with Andrew DeFranza, Executive Director of Harborlight Community Partners. Andrew presented the plans for the proposed Miles River Village Project on land that abuts the HWRHS/MRMS Complex. I learned from Mr. DeFranza that the project is very much in the preliminary stages. The current plan is for 108 units of housing on the site. Harborlight projects about 50 students will live in this complex and therefore attend the public schools. We agreed to keep the lines of communication open as the planning for the project progresses.

Spanish Department News

World Language Curriculum Leader Kevan Sano has a lot of great news to report. Two submissions from Spanish Teachers have been accepted for inclusion in the American Council on the Teaching of Foreign Language (ACTFL) 2016 conference in Boston, Massachusetts, November 18-20, 2016.

Matt Jones and Sara Amancio will be presenting Hispanic Cinema: Thematic Units with Films from the Spanish-Speaking World.

Kevan Sano will be presenting Moving your students from consumers to creators: Recipes for App Smashing.

The Department also gave the National Spanish Exam to all our 8th graders, and our Spanish 2H and 3H students. Kevan anticipates many medal winners as several students scored perfect scores on the Performance Section of the exam.

For the first time, students from HWRHS travelled to Cuba over April School break. Kevan reports the trip was amazing and promises pictures and a presentation soon.

MASC Day on the Hill

On Tuesday, April 26th, I attended the Massachusetts Association of School Committees' "Day on the Hill" Program at the Statehouse in Boston. HWRHS Junior Pippa White, Senior Thomas Riccio and School Committee Member Jeanise Bertrand accompanied me. During this conference we heard from leadership from the Massachusetts House of Representatives and Senate relative to pending leg-

isolation involved with K-12 public education. Afterwards, we were treated to a visit to the House Chamber by our own Rep. Brad Hill. The day is a great way to get students involved in the political process and to learn about the pending issues on Beacon Hill.

HWRHS Rankings

Congratulations to the faculty, staff and administration at HWRHS. US News and World Report recently released their annual list of America's Best High Schools. HWRHS was ranked #344 in the US and #13 in Massachusetts. The full report is located here: <http://www.usnews.com/education/best-high-schools/massachusetts/districts/hamilton-wenham/hamilton-wenham-regional-high-9382>

HWRHS was also listed at #625 in the Washington Post's Annual High School Rankings. This is up from #1224 in 2014.

NHD State Winners

The following students received awards on Saturday, April 9th at the Massachusetts History Day State Finals for their outstanding historical research projects. All 1st and 2nd place winners will represent Massachusetts at the National History Day State competition in Washington DC this June. Thank you to Kristen Borges, Rob Emmett, Johann Knets, and Vinnie Bucci for the many hours they spend helping our students craft historical arguments and conduct scholarly research!

Congratulations to all of the participants!

Former BPD Commissioner Ed Davis at HWRHS

On Thursday, 4/28/16, former Boston Police Commissioner Ed Davis presented to middle and high school students at HWRHS. Commissioner Davis gave a great description of the events of the Boston Marathon Bombings from his first-hand perspective. Thanks to the Hamilton-Wenham League of Women Voters for organizing this event for our students.

Congratulations to MRMS Dramatics Club

Congratulations to the cast and crew of the Miles River Middle School Dramatics Society who earned a Gold Medal at the Massachusetts Middle School Drama Festival last weekend. The students wrote and presented the one-act play "Fighting Giants." Congratulations to MRMS Teachers Christine de Lima and Marcie Sidlowski for advising the group. Bravo!

Michael Thompson at HWRHS

On Wednesday, May 17th at 7:00 PM, Dr. Michael Thompson, author of the book Raising Cain will speak at Hamilton-Wenham Regional High School about the challenges of raising sons and advice on the best practices for parenting and educating boys. This presentation is funded through a generous grant by the HW EdFund, and initially came out of a book discussion of parents and faculty members at Buker School regarding the educational performance of boys in the school.

There was a brief update on developments in the Cape Ann Superintendent Group discussions about shifting start times for schools in light of research and impacts on school communities. Michael will attend the next meeting in June and continue the discussion. Advantages for high schoolers on beginning school later in the morning may move evening homework times later into the evening, which may mitigate positive

effects of starting later. Possible changes in the school day will involve discussions with the Teachers Union as well.

- Candlelight is Wed. June 1 at 8 PM at the High school gym
- Graduation is Sunday the June 5th at noon
SC members are strongly encouraged to attend both events. Please be sure to reserve your tickets. SC have seating in the front row.

VI. CONSENT AGENDA

- A. Minutes from April 7, 2016 Exhibit C
- B. b. Minutes from April 11, 2016 Exhibit D

MOTION: I MOVE THAT THE HWRSC VOTE TO APPROVE THE CONSENT AGENDA, THE ITEMS BEING THE MINUTES FROM APRIL 7 AND APRIL 11. THERE CAN BE NO CHANGES OR DISCUSSION.

Motion by MICHELLE BAILEY, seconded by HANNAH FRALEY
Unanimously approved

VII. VOTE TO ADJOURN

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

Respectfully Submitted,

Nancy R. Bergner
Secretary, H-WRSC Meeting

**Hamilton-Wenham Foreign Language Department
Miles River Middle School
787 Bay Road
Hamilton, MA 01982**

April 12, 2016

Dear Mr. Hovey,

In November of 2015, Catherine Frost and I had the opportunity to travel Barcelona as part of a advisory panel for the EF Language Immersion schools and we experienced first hand many of the activities and strategies used to facilitate language study. We both agreed the language immersion program would be a wonderful capstone activity for our 8th graders as they finish out their middle school language experience. This program would also help to prepare students for continued language study at the high school. Having successfully organized several student tours (past and present) I would like to start the process for 8th grade trips to Spain and China in June of 2017. Knowing the process and the planning involved I hope that you will support this endeavor and allow it to move forward.

I would like to purpose the following trips:

For Spanish students: Language Immersion through Spain: Madrid and Barcelona

For Mandarin students: Language Immersion in Beijing and Shanghai with an opportunity to visit the Donglu School

I am always excited about arranging trips abroad and ask that you and the school committee support these trips. Over the past few years, we have worked hard to build our middle school language programs. The trip to Spain or China would be the capstone of their 8th grade language experience. I would like to have as much lead-time as possible to adequately prepare students for this adventure. I would like to know as soon as possible if I can proceed with the plans. I thank you for your time and consideration of this matter.

Sincerely,


Kevan Sano-O'Brien

The field trip to Spain or China for June of 2017 is designed to provide the students with the opportunity to experience the history and culture of Spain or China. This trip will be the capstone for our 8th graders as they complete their middle school foreign language experience. Every site visited and activity enhances the curriculum taught at the middle school in our 6th, 7th and 8th grade foreign language class. Students interested in this trip would need to complete an application process, be in good standing academically and have a verbal recommendation from their foreign language teacher. The trip would be limited to 18 students with a student teacher ratio of 1:6. If we were to have more eligible applicants than spots on the trip, names would be selected at random by gender to ensure equal distribution.

We expect the student participants of the spring trip to Spain or China to achieve the following educational benefits:

1. Concentrated exposure to native speakers
2. Opportunity to speak Spanish or Mandarin over an extended time period
3. Direct observation of Spanish or Chinese culture and everyday life
4. First-hand experience of some of the sites important to Spain / China and Spanish / Chinese history, literature and art.

In addition to skills that are directly applicable to their foreign language classroom, students who participate in this field trip will also gain considerable collateral benefits. Some of these include:

1. Learning to make group decisions and adapt to others
2. Examining and learning to overcome language/ cultural barriers
3. Developing a sense of personal independence and ability—dealing with officials, exchanging money, making decisions.
4. Interdisciplinary connections in other areas

For some students this will be a unique experience, for others it will be only the beginning of a lifetime of cross-cultural encounters. As language teachers, we are committed to making the experience the best possible for each student.

Proposed Dates – We are proposing dates at the end of the school year for a variety of reasons. First and foremost this is the capstone of the middle school language program. It is not just a tour but an immersion experience that we hope will lead to continued excitement and success in language study as the student moves into high school. Also these dates would not present additional cost to the district for substitute teachers nor extra work in planning for absences for the chaperoning teachers.

Travel to Spain June 22nd – June 30th, 2017
Travel to China June 22nd – July 3rd, 2017

Student Eligibility – Every site visited and activity planned directly relates to the curriculum taught at the middle school. Therefore I propose the following requirements:

Successful Completion of 7th and 8th grade Spanish or Mandarin class with grades of B or better.

Recommendation from his/her language teacher

Students must also complete the application process

- complete a student questionnaire
- participate in a panel interview addressing interest in trip and contribution to the group

Space will be limited to no more than 18 student participants with 1 adult chaperone for every 6 students. If we were to have more eligible applicants than spots on the trip, names would be selected at random by gender to ensure equal distribution.

Timeline for payment for travel to Spain

\$4,045

Balance can be paid in monthly installments of \$304 over 13 months

Timeline for payment for travel to China

\$4,485

Balance can be paid in monthly installments of \$338 over 13 months

Beyond the eligibility requirements, **student participation** is based on ability to pay and is voluntary.

Upon approval we will hold an informational meeting for interested students and their parents. We will then begin to enroll students. Once approved students will have the option of enrolling online. All students must meet eligibility requirements before enrolling. Additionally, we will have monthly meetings beginning in September of 2016 to prepare students for this adventure.

Hamilton-Wenham Regional School District has traveled with EF in the past and we have developed relationships with key managers and the President of EF tours, Shane Steffens. I personally have lead several trips with EF. HWRHS has traveled to Spain, Russia, France and Italy with EF.

Chaperones:

Catherine Frost

Kristen Herzog

Kevan Sano

Xi Chen

And other teachers TBD (Each trip would have a teacher from the high school as well to help make the transition from 8th grade language to high school language)

Hamilton-Wenham Regional School District

FIELD TRIP REQUEST

School: Miles River Middle School Date Submitted: April 12, 2016
 Faculty Sponsor: Kevan Sano, Catherine Frost Position: 6-12 Curriculum coordinator and MR Spanish teacher

I. Trip Information:

Check (✓) one:

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

Departure Date: June 22, 2017 Time: TBD Return Date: June 30, 2017 Time: TBD
 Number of Students Eligible: 18 Class/Group: Select 8th graders
 Faculty Sponsor: Catherine Frost
 Other Faculty/Staff chaperones: Kristen Herzog and one other HS Spanish teacher TBD
 Other chaperones: _____
 Mode of Transportation: Air and other as arranged by EF Number: _____
 Airlines/Flight/Ground Transportation: _____

II. Estimated Expenses

1. Transportation Cost	<u>See attached letter</u>	6. Financial Assistance Available?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
2. Admission Charges:	<u>inclusive</u>	7. Other Sources of Funding?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
3. Lodging & meals cost:	<u>included</u>	8. Amount Available: \$	
4. Other (specify):		9. Are Student Activity Funds being used?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
5. Total student cost:	<u>\$4045</u>	10. If yes, amount bring used: \$	

III. Attachments

1. Copy of Parent Letter with meeting date:	<u>TBD</u>	5. Travel Costs & Refund Policy:	<u>included</u>
2. Itinerary:	<u>included</u>	6. Travel Insurance Policy (if applicable):	<u>Cost: 165</u>
3. Security features for transportation & accommodations:		7. Pre and Post Trip Activities:	<u>meetings</u>
4. Arrangements for meals and lodging:	<u>included</u>	8. Other Descriptive Information:	<u>included</u>

IV. Approvals

Department Chairperson or Field Trip Requestor: Kevan Sano Date: 4/12/16
I have read the School Committee Policy H8015 on School Sponsored Field Trips and meet all policy requirements
 Principal: [Signature] Date: 4/26/16
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: _____



Educational Tours

TOUR PRICE QUOTE

Language Immersion through Spain

PREPARED FOR
Kevan Sano-O'Brien

PREPARED ON
April 11, 2016

TOUR PAGE
www.eftours.com/LSI

GUARANTEED LOWEST PRICE

Price valid for travelers enrolled April 11, 2016 - April 30, 2016

Student

\$4,045 or \$304 / 13 mos

Adult

\$4,380 or \$330 / 13 mos

PRICE BREAKDOWN

Program Price	\$3,855
Weekend Supplement	\$35
Global Travel Protection	\$155

Adult supplement required for travelers age 20 and older at the time of travel. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at eftours.com/baggage. All prices subject to verification by an EF Tour Consultant. To view EF's Booking Conditions, visit eftours.com/bc.

Your travel details

TOTAL LENGTH
9 days

DEPARTING FROM
Boston (MA)

REQUESTED TRAVEL DATES
Thursday, June 22, 2017 - Friday, June 30, 2017

YOUR DEPARTURE DATE RANGE

☐ EARLIEST ☐ REQUESTED ☐ LATEST
Sun. Jun. 18 Thu. Jun. 22 Mon. Jun. 26

Your experience includes

AN ALL-INCLUSIVE TOUR

Round trip airfare, hotels with private baths, regional-style meals, on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.eftours.com/LSI.

FULL-TIME LANGUAGE IMMERSION PROGRAM DIRECTOR

Your bilingual Program Director is by your side 24/7, building your language confidence through lessons and providing cultural context throughout your trip—all while handling on-tour logistics everywhere you go.

LANGUAGE LEARNING

Daily language interactive learning with your local Language Immersion Program Director provides cultural context and relevant vocabulary for your immersive activities.

CONTINUOUS SUPPORT

Your dedicated EF team helps you every step of the way—from recruiting and enrolling travelers to planning and managing your tour.

WORLDWIDE PRESENCE

EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

24-HOUR EMERGENCY SERVICE

Travelers and their families can count on EF's dedicated emergency service team.

PEACE OF MIND PROGRAM

Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances. Learn more about your flexible options at eftours.com/peaceofmind.

Your Tour Consultant



CHRIS RUSH
617-619-1844
Chris.Rush@ef.com



Miles River Middle School
787 Bay Road
S. Hamilton, MA 01982

Dear Parents:

Your son or daughter has expressed an interest in traveling to Spain with Mrs. Frost and the Spanish teachers from Hamilton-Wenham School District in June of 2017. The trip itinerary has been designed specifically for Miles River students. Each site has been chosen for its educational value as well as to meet the interests of the students. The proposed dates for the trip are June 22nd - June 30th, 2017. Dates are set by the EF to ensure classroom time. Students will be attending a language immersion school. The projected cost will be \$4045; payable in monthly installments, of \$304 over 13 months.

The program fee includes:

- Round trip airfare
- overnight accommodations
- breakfast and dinner daily
- sightseeing excursions
- transfers and inter-city transportation
- full-time guide services

Not included:

Transportation from Hamilton -Wenham to and from the airport

(\$30 to provide bus for group)

Gratuities for guides (approx. \$60 - to be collected in advance of leaving)

Spending money for souvenirs, gifts and lunches (suggested \$250)

We are planning an educational trip for a group of students who will be serious about wanting to experience the history and culture of Spain. The tour will be an "on site" enhancement of the Spanish curriculum taught at the middle school.

The purpose of this letter is to differentiate between the students who are merely interested in going and those who are most likely going to be able to go. Pending school committee approval we will begin to accept applications. Our group size will be limited to 18 participants.

Please indicate your response by tearing off the bottom portion of this letter and return it to your 8th grade Spanish teacher no later than Monday, May 27th, 2016. Please don't hesitate to send an email if you have any questions

Muchas gracias.

My son / daughter _____

_____ is planning to complete the application process for travel to Spain in June of 2017.

_____ is very interested but cannot make a definite commitment until _____.

_____ cannot be a part of this trip.

Signed _____

My student has a valid passport with an expiration date later than December of 2017 yes no

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

**Parents'/Guardians' Permission to Participate, Emergency Treatment and Medications
Consent, and Release Form for International
Voluntary School Sponsored Trips
Language Immersion through Spain**

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 **Miles River Middle 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 **Madrid and Barcelona** from **June 22nd to June 30th, 2017**. It is my/our understanding that **Catherine Frost** (faculty sponsor and head chaperone) as well as other faculty 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/plane flight returning to Boston, and my/our child will be placed on such train/bus/plane flight.
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 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

Miles River Middle School, have read the foregoing and agree to its contents.

Name

Signature

Date

II. 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.

III. Student Contract

1. I agree to follow all Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules as specified in Section C.13 regarding student conduct. All rules will apply and be in effect at all times for academic and extracurricular field trips.

2. I agree not to be in possession of or utilize drugs, tobacco, and/or alcohol while traveling with the Miles River Middle 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 abide by the curfew rules set. At the appointed time, I will go to my room and observe quiet. I understand that bed checks may occur after curfew to ensure that students are there they are supposed to be.

4. 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 the hotel/host family 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 _____ (name of faculty sponsor/head chaperone) 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 Miles River Middle School group from _____ to _____ (insert dates). As a representative of the Miles River Middle 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

Discipline of Students Section F of Policy H8015

1. All Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules as specified in Section C.13 regarding student conduct will apply and be in effect at all times for academic and extracurricular field trips.

2. If a student violates any Miles River student conduct policies, student handbook HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT rules or regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, trip rules as specified in Section D-11, 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 as specified in Section D-11 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.

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

IV. 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

domestic/international trip. By signing this Release and Agreement, I/we grant permission for school personnel to administer medication to my/our child as prescribed by his/her physician. I/we also affirm that I/we have decided to allow my/our minor child to participate in the voluntary school-sponsored field trip with full knowledge and acceptance of the provisions of this consent and release form.

Signature of Parent A/Guardian A *Printed Name* *Date*

Signature of Parent B/Guardian B *Printed Name* *Date*

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*

Note: It is strongly recommended that parents/guardians purchase trip cancellation insurance.

Security Plan for travel to Spain

- **A 6 to 1 ratio of chaperones/teachers to student as per rules of international travel**
- **All chaperones are CORI'd.**
- **Bilingual EF tour guide with us 24/7 from arrival until departure**
- **Head chaperone will have an international cell phone**
- **At least one Spanish-speaking chaperone on each bus.**
- **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.**
 - **Students are advised to travel in groups no smaller than 4**
- **A strict itinerary/timeline/ schedule of events.**
- **Daily check-ins during the day and a nightly room check at bedtime**
- **Students and chaperones receive the detailed itinerary, names of hotels and important contact information including the US. Embassy in the country**
- **Monthly meetings to prepare students and chaperones for travel and what to expect**
- **Preparation meetings with chaperones to review expectations and procedures while on tour**
- **In case of an international emergency, we will contact our US Embassy**



Educational Tours



Live the language

To learn Spanish, it helps to fall in love with Spain. Our Spanish Language Immersion Tours make both happen by combining authentic cultural experiences with interactive lessons taught out on the road. Each day has a theme—like art, history or food—that connects the day's lesson to hands-on activities and conversations with locals. Your fluency expands along with your confidence and passion for the language.

LANGUAGE IMMERSION THROUGH SPAIN

9 days / Spain

What you'll experience on your Language Immersion Tour

Each day in Spain is built around a daily theme that explores topics you can relate to like food, history and culture. You'll improve your Spanish skills and confidence as you discover a new appreciation for the local culture.

LANGUAGE LESSONS

You'll learn and practice vocabulary relevant to each day's theme during an interactive lesson led by your Language Immersion Program Director. Your lessons are a chance to have conversations with fellow students as you prepare for each day's immersive activities.

CULTURAL ACTIVITIES

Learning how to cook a meal with local ingredients or exploring daily life through a market challenge adds authentic cultural richness to your language development. And your specially trained Language Immersion Program Director will be by your side, helping and encouraging the beginners while challenging the more advanced students.

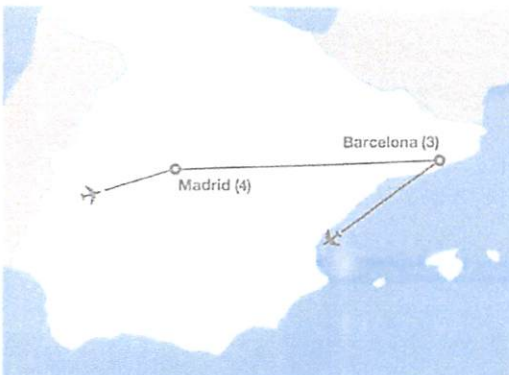
INTERACTIONS WITH LOCALS

Conversing with locals at an exchange or over a home-cooked meal offers you an opportunity to put your new skills to use while learning more about local culture. With each conversation in Spanish, you will gain more confidence in your speaking and listening abilities.

> Use your Spanish to order *paella mixta*



Prepare traditional Spanish dishes on day 4



Interact with vendors at Madrid's produce market on day 4



On day 5, enjoy a traditional flamenco show

DAY 1: FLY OVERNIGHT TO SPAIN

DAY 2: MADRID

Welcome to Madrid, Spain's vibrant capital city. You're greeted at the airport by your Language Immersion Program Director, who will be with you throughout your tour. Begin your adventure at la Puerta del Sol, the bustling square where the country's radial network of roads begins. Continue on to Plaza Mayor, Madrid's regally beautiful central square designed and constructed during Philip III's reign.

DAY 3: MADRID

Daily Theme: Spanish Heritage—The first settlers arrived on the Spanish peninsula over 6,000 years ago, followed by waves of Roman rule, strong Arab influences and the rise of the Spanish Empire. The result is the unique culture and heritage we see today.

- Practice your conversational Spanish in an interactive language lesson focused on Spanish heritage and cultural traditions.
- Take a guided tour of Spain's official royal residence, el Palacio Real.
- Explore Spain's national art museum, the Prado.

DAY 4: MADRID

Daily Theme: Culinary Traditions—Traditional Spanish cuisine ranges from full plates of local seafood to small tapas shared with friends. As you'll discover, Spanish cuisine relies heavily on Mediterranean ingredients like fish, tomatoes, garlic and olive oil.

- Review and practice food-related vocabulary in an interactive language lesson.
- Visit Madrid's central produce market overflowing with fresh fruit, vegetables, seafood, sausages, cheeses and meats (including the finest Jabugo ham). This morning you'll interact with local vendors during a market challenge while trying traditional Spanish foods.
- Make traditional Spanish dishes at a cooking class led by a local Spanish chef.
- Debrief your day during a facilitated Spanish reflection. What new foods did you try? What is different and similar between culinary traditions in Spain and in your country?

DAY 5: MADRID

Daily Theme: Spanish Heritage and Religion—Thanks to the diversity of people who have lived on and ruled the Iberian Peninsula, the connection between history and religion is particularly strong in Spain.

- Uncover stories from Spain's rich history and practice speaking about your own personal histories during an interactive language lesson.

- Travel to Toledo, where Muslims, Jews and Christians peacefully coexisted for generations after the 8th-century arrival of the Moors.
- Take a tour of Toledo with an expert local guide. You'll see St. Mary's Synagogue, the Church of Santo Tomé and the Toledo Cathedral.
- Experience the soul of Spain as you observe a traditional flamenco performance. Born of Indian, Moorish, Arabian, and gypsy influences, flamenco dance is a passionate display of intricate heel-work and clapping.
- Debrief your day during a facilitated Spanish reflection. How are religion and history interconnected in your country?

DAY 6: BARCELONA

Welcome to Barcelona, Spain's Mediterranean gem. As the capital of proud Cataluña, Barcelona was the heart of resistance under the rule of General Franco. The city, which hosted the 1992 Olympic Games, celebrates its unique identity through language, art and culture.

- Travel by AVE, Spain's high-speed train, to Barcelona.
- Take a walking tour of Barcelona. Start at Las Ramblas, a mile-long pedestrian boulevard which begins at the vibrant Plaza de Catalunya. Continue on to the oldest part of the city, Barrio Gótico, with many buildings dating back to medieval times.

DAY 7: BARCELONA

Daily Theme: Spanish Art and Artists—Antoni Gaudí, one of Spain's most renowned architects, has left his mark throughout Barcelona. Explore how his influence affects the whole feel of the city.

- Master art-related terms while practicing your conversational Spanish in an interactive language lesson.
- Explore the fantasyland of Park Güell, a beautiful municipal garden designed by Gaudí.
- Step inside La Sagrada Família, Gaudí's cathedral masterpiece. Construction started in 1882, yet no one knows if the finished product will be what Gaudí intended. Marvel at the intricate facade and mosaics—or climb one of the many towers for a spectacular view of the city.
- Enjoy a homemade dinner with Spanish locals. This is the perfect opportunity to gain insight into Spanish culture.

DAY 8: BARCELONA

Daily Theme: Daily Life in Spain—Imagine a world where dinner doesn't start until well after 9 p.m., and where businesses close for a couple hours each day for siestas. Today, explore what daily life is like in Spain compared with the United States.

- Practice conversational Spanish as you learn about daily life in Spain.

- Participate in a cultural exchange activity with local young people. Whether it's a trivia night, a pickup soccer game, a student-guided walking tour or a community project, you'll hear about life in Barcelona and what it's like to be a Spanish teenager. Of course, they'll have questions for you, too.
- Take time to further explore Barcelona, and reflect on your experiences today in Spanish with the group. How does daily life in Madrid differ from that in Barcelona?

DAY 9: DEPART FOR HOME

Your tour may be coming to an end, but your lifelong love of the Spanish language is only beginning.



LANGUAGE IMMERSION PROGRAM DIRECTOR

Your local, certified Program Director works alongside your teacher to provide linguistic insight, in addition to handling all on-tour logistics. They're here to:

- Teach daily classes to help prepare you for the day's activities
- Facilitate key language-learning moments while exploring the country
- Help you with regional slang and colloquial phrases
- Stay with your group 24/7, handling all on-tour details, from meals to transportation



The World Leader in International Education

For 50 years, EF has worked with educators across the world to help millions of students become citizens of the world through one global mission: Opening the World Through Education. With more than 500 schools and offices in over 50 countries, our staff can respond in person wherever you are, 24 hours a day. We're also an accredited educational institution, offering students the option to earn high school and college credit.

START PLANNING

To enroll on this tour, ask your teacher for the tour number and visit eftours.com/enroll or call 800-665-5364

AFFORDABLE

We always offer the guaranteed lowest prices so more students have the opportunity to travel and experience the world.

FULLY ACCREDITED

We're fully accredited, just like your school, so you can earn high school and even college credit while on tour.

SAFETY

We're committed to your safety. With 500 schools and offices in over 50 countries, local EF staff can react quickly and in person wherever you travel.

INSIGHT

We believe in experiential learning at the most important sites. Your Language Immersion Program Director is with you at every step, providing their own perspective and local tips.



THE LANGUAGE IMMERSION EXPERIENCE

Program price includes



FULL-TIME LANGUAGE IMMERSION PROGRAM DIRECTOR

Your bilingual Program Director is by your side 24/7, building your language confidence through lessons and providing cultural context throughout your trip—all while handling on-tour logistics everywhere you go.



EXPERIENTIAL LEARNING

Market challenge; Cooking class; Interactive activities with locals; Dinner with locals



ENTRANCES

Royal Palace; Prado; Toledo; Cathedral Church of Santo Tomé; St. Mary's Synagogue; Flamenco show; Sagrada Família; Parque Güell



LANGUAGE LESSONS

Daily interactive language learning with your certified Language Immersion Program Director



WESHARE

Our online platform for a deeper learning experience

ALL THE DETAILS ARE COVERED

Round-trip flights on major carriers; ground transportation; 7 overnight stays in hotels with private bathrooms; Daily Breakfast and dinner

Hamilton-Wenham Regional School District

FIELD TRIP REQUEST

School: Miles River Middle School Date Submitted: April 12, 2016
 Faculty Sponsor: Kevan Sano, Xi Chen Position: 6-12 Curriculum coordinator and MR Mandarin teacher

I. Trip Information:

Check (✓) one:

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

Departure Date: June 22, 2017 Time: TBD Return Date: July 3, 2017 Time: TBD
 Number of Students Eligible: 18 Class/Group: Select 8th graders
 Faculty Sponsor: Kevan Sano
 Other Faculty/Staff chaperones: Xi Chen and one other HS teacher TBD
 Other chaperones: _____
 Mode of Transportation: Air and other as arranged by EF Number: _____
 Airlines/Flight/Ground Transportation: _____

II. Estimated Expenses

1. Transportation Cost	<u>See attached letter</u>	6. Financial Assistance Available?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
2. Admission Charges:	<u>inclusive</u>	7. Other Sources of Funding?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
3. Lodging & meals cost:	<u>included</u>	8. Amount Available: \$	
4. Other (specify):		9. Are Student Activity Funds being used?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
5. Total student cost:	<u>\$4485</u>	10. If yes, amount bring used: \$	

III. Attachments

1. Copy of Parent Letter with meeting date:	<u>TBD</u>	5. Travel Costs & Refund Policy:	<u>included</u>
2. Itinerary:	<u>included</u>	6. Travel Insurance Policy (if applicable):	<u>Cost: \$155</u>
3. Security features for transportation & accommodations:		7. Pre and Post Trip Activities:	<u>meetings</u>
4. Arrangements for meals and lodging:	<u>included</u>	8. Other Descriptive Information:	<u>included</u>

IV. Approvals

Department Chairperson or Field Trip Requestor: Kevan Sano Date: 4/12/16
I have read the School Committee Policy H8015 on School Sponsored Field Trips and meet all policy requirements

Principal: [Signature] Date: 4/26/16
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: _____



Educational Tours

TOUR PRICE QUOTE

Language Immersion in Beijing

PREPARED FOR
Kevan Sano-O'Brien

PREPARED ON
April 11, 2016

TOUR PAGE
www.eftours.com/LMB

GUARANTEED LOWEST PRICE

Price valid for travelers enrolled April 11, 2016 - April 30, 2016

Student

\$4,485 or \$338 / 13 mos

Adult

\$4,910 or \$371 / 13 mos

PRICE BREAKDOWN

Program Price	\$4,330
Global Travel Protection	\$155

Adult supplement required for travelers age 20 and older at the time of travel. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at eftours.com/baggage. All prices subject to verification by an EF Tour Consultant. To view EF's Booking Conditions, visit eftours.com/bc.

Your travel details

TOTAL LENGTH
12 days

DEPARTING FROM
Boston (MA)

REQUESTED TRAVEL DATES
Thursday, June 22, 2017 - Monday, July 3, 2017

YOUR DEPARTURE DATE RANGE

<input type="checkbox"/> EARLIEST Sun. Jun. 18	<input checked="" type="checkbox"/> REQUESTED Thu. Jun. 22	<input type="checkbox"/> LATEST Mon. Jun. 26
---	---	---

Your experience includes

AN ALL-INCLUSIVE TOUR

Round trip airfare, hotels with private baths, regional-style meals, on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.eftours.com/LMB.

LANGUAGE LESSONS

Each accredited class at your EF International Language School provides cultural context and relevant vocabulary for your immersive activities.

FULL-TIME LANGUAGE IMMERSION PROGRAM DIRECTOR

Your bilingual Program Director is by your side 24/7, building your language confidence through lessons and providing cultural context throughout your trip—all while handling on-tour logistics everywhere you go.

CONTINUOUS SUPPORT

Your dedicated EF team helps you every step of the way—from recruiting and enrolling travelers to planning and managing your tour.

WORLDWIDE PRESENCE

EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

24-HOUR EMERGENCY SERVICE

Travelers and their families can count on EF's dedicated emergency service team.

PEACE OF MIND PROGRAM

Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances. Learn more about your flexible options at eftours.com/peaceofmind.

Your Tour Consultant



CHRIS RUSH
617-619-1844
Chris.Rush@ef.com



Miles River Middle School
787 Bay Road
S. Hamilton, MA 01982

Dear Parents:

Your son or daughter has expressed an interest in traveling to China with Mrs. Chen and Ms. Sano in June of 2017. The trip itinerary has been designed specifically for Miles River students. Each site has been chosen for its educational value as well as to meet the interests of the students. The proposed dates for the trip are June 22nd– July 3rd , 2017. Dates are set by the EF to ensure classroom time. Students will be attending a language immersion school. The projected cost will be \$4485; payable in monthly installments, of \$338 over 13 months.

The program fee includes:

- Round trip airfare
- overnight accommodations
- breakfast and dinner daily
- sightseeing excursions
- transfers and inter-city transportation
- full-time guide services

Not included:

Transportation from Hamilton -Wenham to and from the airport

(\$30 to provide bus for group)

Gratuities for guides (approx. \$60 - to be collected in advance of leaving)

Spending money for souvenirs, gifts and lunches (suggested \$250)

We are planning an educational trip for a group of students who will be serious about wanting to experience the history and culture of China. The tour will be an “on site” enhancement of the Mandarin curriculum taught at the middle school.

The purpose of this letter is to differentiate between the students who are merely interested in going and those who are most likely going to be able to go. Pending school committee approval we will begin to accept applications. Our group size will be limited to 18 participants.

Please indicate your response by tearing off the bottom portion of this letter and return it to your 8th grade teacher no later than Monday, May 27th , 2016. Please don't hesitate to send an email if you have any questions

謝謝

Xièxie

My son / daughter _____

_____ is planning to complete the application process for travel to China in June of 2017.

_____ is very interested but cannot make a definite commitment until _____.

_____ cannot be a part of this trip.

Signed _____

My student has a valid passport with an expiration date later than December of 2017

yes

no

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

**Parents'/Guardians' Permission to Participate, Emergency Treatment and Medications
Consent, and Release Form for International
Voluntary School Sponsored Trips
Language Immersion in China (Beijing and Shanghai)**

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 **Miles River Middle 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 **China Beijing and Shanghai from June 22nd to July 3rd, 2017**. It is my/our understanding
that **Kevan Sano and Xi Chen** (faculty sponsors and chaperones) as well as other faculty 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/plane flight returning to Boston,
and my/our child will be placed on such train/bus/plane flight.
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 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. 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 medication is necessary, school personnel must carry the medication and dispense it to the student. Written instruction signed by the student's physician must be on file with the school. These instructions must include the diagnosis, name of medication, dosage, and time of administration. Medication must be in the original labeled container.

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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 abide by the curfew rules set. At the appointed time, I will go to my room and observe quiet. I understand that bed checks may occur after curfew to ensure that students are there they are supposed to be.

4. 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 the hotel/host family 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 _____ (name of faculty sponsor/head chaperone) 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 from _____ to _____ (insert dates). 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

Discipline of Students Section F of Policy H8015

1. All Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules as specified in Section C.13 regarding 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 HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT rules or regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, trip rules as specified in Section D-11, or otherwise misbehaves while on a field trip, the student will be immediately suspended from the field trip and sent back to school or home, as appropriate, by the faculty sponsor at the parent's/guardian's expense. In addition to being sent home, the individual will be subject to the consequences for the action/infracton upon his/her return to school as defined by the aforementioned student conduct policies, student handbook rules and regulations, and MA Interscholastic Athletic Association (MIAA) rules and regulations.

3. Hamilton-Wenham Policies on Student Behavior, Student Handbook rules and regulations, MA Interscholastic Athletic Association (MIAA) rules and regulations, and trip rules as specified in Section D-11 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.

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

IV. 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 domestic/international trip. By signing this Release and Agreement, I/we grant permission for school personnel to administer medication to my/our child as prescribed by his/her physician.

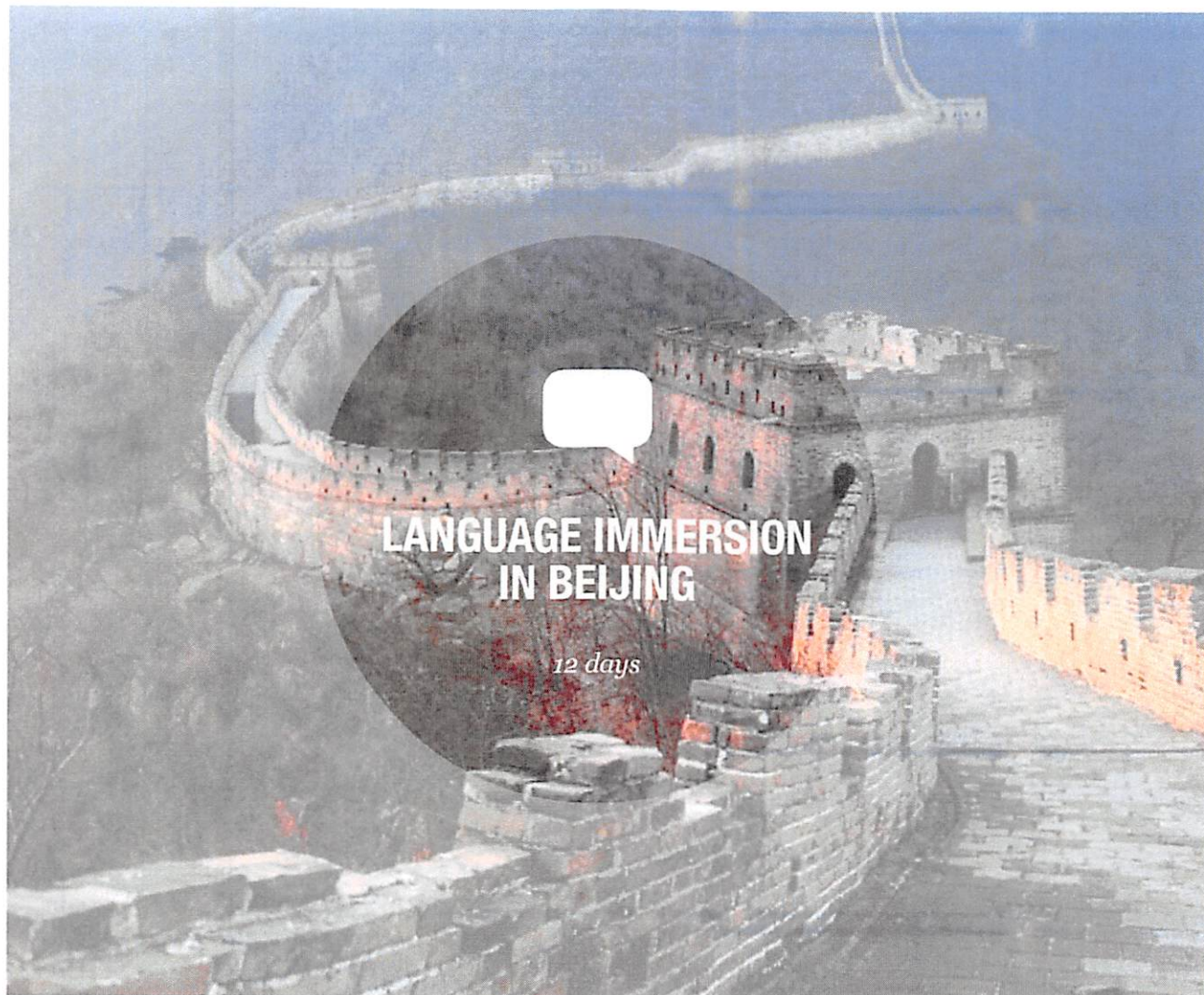
Security Plan for travel to China

- **A 6 to 1 ratio of chaperones/teachers to student as per rules of international travel**
- **All chaperones are CORI'd.**
- **Bilingual EF tour guide with us 24/7 from arrival until departure**
- **Head chaperone will have an international cell phone**
- **At least one Mandarin-speaking chaperone on each bus.**
- **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.**
 - **Students are advised to travel in groups no smaller than 4**
- **A strict itinerary/timeline/ schedule of events.**
- **Daily check-ins during the day and a nightly room check at bedtime**
- **Students and chaperones receive the detailed itinerary, names of hotels and important contact information including the US. Embassy in the country**
- **Monthly meetings to prepare students and chaperones for travel and what to expect**
- **Preparation meetings with chaperones to review expectations and procedures while on tour**
- **In case of an international emergency, we will contact our US Embassy**



Education First

Educational Tours



Live the language

To learn Mandarin, it helps to fall in love with China. Our Language Immersion Tour makes both happen by combining interactive lessons at our EF International Language School in Beijing with authentic cultural experiences.

Each day has a theme—like food, art or history—that connects the day's lesson to hands-on activities and conversations with locals. Your fluency expands along with your confidence and your passion for language. And through it all, your Language Immersion Program Director is by your side, supporting your language learning and highlighting every breakthrough moment.

LANGUAGE IMMERSION IN BEIJING

12 days / Beijing / Shanghai

What you'll experience on your Language Immersion tour

Each day in Beijing is built around a **daily theme** that explores topics you can relate to—like food, art and youth culture. You'll improve your Mandarin skills and confidence as you discover a new appreciation for the local culture.

LANGUAGE LESSONS

You'll learn and practice vocabulary relevant to each day's theme during an accredited lesson at the EF International Language School in Beijing. Taught by local language instructors, your classes are a chance to have conversations with fellow students as you prepare for each day's interactive activities.

CULTURAL ACTIVITIES

Practicing Taiji in a local park or learning the Chinese art of calligraphy adds authentic cultural richness to your language development. And your specially trained Language Immersion Program Director will be by your side, helping and encouraging the beginning learners while challenging the more advanced students.

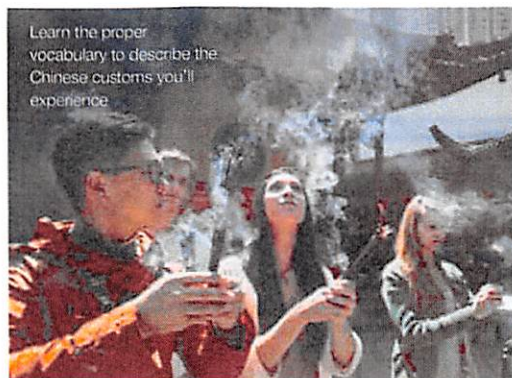
INTERACTIONS WITH LOCALS

Meeting your pen pals at their school or conversing with locals over a home-cooked meal offers you an opportunity to put your new skills to use while learning more about the culture. With each conversation in Mandarin, you will gain more confidence in your speaking and listening abilities.

> Take part in a traditional tea ceremony on day 4



Ride rickshaws to your day 9 dinner with Huting families



Learn the proper vocabulary to describe the Chinese customs you'll experience



Join in traditional Chinese pastimes at the Temple of Heaven on day 7

DAY 1: FLY OVERNIGHT TO CHINA

DAY 2: BEIJING

Welcome to Beijing, capital of the People's Republic of China. You're greeted at the airport by your specially trained Language Immersion Program Director, who will be with you throughout your tour. Transfer to your hotel to rest from your flight.

DAY 3: BEIJING

- Visit the Forbidden City, a Chinese imperial palace, then continue to Tiananmen Square, site of the student-led demonstrations in 1989.

DAY 4: BADALING | BEIJING

- Travel to Badaling this morning for a walk on the Great Wall of China. Construction of this 3,000-mile man-made marvel began over 2,300 years ago.
- Preparing and drinking tea is an important part of Chinese culture, in daily life and especially during festivals. Today, participate in a traditional tea ceremony while learning more about local customs.
- See "Legends of Kung Fu," a show that tells the story of a young boy, Chun Yi (the pure one), who becomes a monk and learns kung fu in order to pursue spiritual and physical harmony. Chinese martial arts originated more than 4,000 years ago as a means of self-defense, hunting and military training. It slowly evolved into a way to a health practice.

DAY 5: BEIJING

Today's Theme: Chinese Art— China has many artistic traditions, such as calligraphy, pottery, painting and porcelain art. As you'll learn today, Chinese art has been heavily influenced throughout history by China's many dynasties and emperors.

- Master art-related terms while practicing your conversational Mandarin in an interactive language lesson.
- Visit the Yonghe Lamasery temple, home to Han Chinese and Tibetan artwork.
- Visit the 798 Dashanzi Modern Art Zone, a unique complex of galleries and boutiques housed in old factories.

DAY 6: BEIJING

Today's Theme: Chinese History and Heritage— From the Xia Dynasty over 4,000 years ago to the People's Republic of China today, many unique customs have evolved. Today, you will learn about the dynasties that have ruled China through periods of unity and upheaval, each leaving its own mark in China's vibrant and complex heritage.

- Visit the temples, gardens and lakes of the Summer Palace, former playground for emperors. While there, learn the basics of Taiji. Your Program Director will guide you through a gentle series of stretching exercises and

teach you how Taiji is an internal martial art, meditation system and health practice.

- Learn about the dynasties that have ruled China and practice your conversational Mandarin in an interactive language lesson.
- Try your hand at traditional Chinese calligraphy. The Chinese name for calligraphy (*shufa*, 书法) translates to "the way of writing." This is your chance to gain a deeper understanding of why calligraphy is an important and appreciated aspect of Chinese cultural arts.
- Enjoy a homemade dinner with a local Hutong family.

DAY 7: BEIJING

Today's Theme: Daily Life in China— With such a long history, it's inevitable that China developed a wide variety of hobbies that you'll see throughout your time in China. Most of these traditional activities and exercises, including Taiji, Chase the Ace, shuttlecock, and the dance of the bamboo pole, originated from day-to-day activities and are learned by most Chinese kids at a young age.

- Learn about daily life in China and practice your Mandarin.
- Visit the Temple of Heaven and play Chase the Ace, a traditional Chinese card game, alongside locals at this popular hangout spot.
- Work on your language skills with vendors at the famous Pearl Market.

DAY 8: BEIJING

Today's Theme: Chinese Culinary Traditions— China is a country with many diverse regions, each with its own culinary specialties. Ingredients, tastes, styles and ways of preparation may differ, but many of the traditional dishes include staple foods like rice, noodles, soybeans and vegetables. Today, you'll get a taste of China's culinary traditions.

- Rows of unfamiliar fruits and veggies line the countless food markets across Beijing. If you're brave enough, you can even try some local delicacies, including grasshoppers and sea snakes. This morning you'll interact with local vendors during a market challenge.
- Learn and practice food-related vocabulary in an interactive language lesson.
- Prepare your dinner at a cooking class led by a local Chinese chef.

DAY 9: BEIJING

Today's Theme: Youth Culture in China— Imagine a world where there are 60 students in a high school class instead of 30. Or where the school day goes from 7:30 a.m. to 9 p.m. but includes a two-hour break for lunch and a nap. Welcome to the life of a typical Chinese teenager. Today is your chance to learn more about their world—where WeChat is the most popular social network and each school day begins with eye exercises—and compare it to your own.

- Practice your conversational Mandarin in an interactive language lesson that focuses on youth culture.
- Relax at a local athletic center and try your hand at popular Chinese sports, including ping pong, badminton and soccer.
- Your Chinese pen pals are excited to meet you! Today, meet and get to know them during a visit to their school.

DAY 10: BEIJING | SHANGHAI

- Travel to Shanghai in one of China's high-speed bullet trains.
- Visit the Shanghai World Financial Center.
- Enjoy free time on the Bund, a popular mile-long riverfront area.
- Witness thrilling aerial displays during a traditional Chinese acrobatics show. According to historical records, carvings and mural paintings in tombs and grottoes, the origins of Chinese acrobatics date back over 2,000 years. Modern acrobatics in China have pushed the limits of creative and technical skill beyond that of any other culture.

DAY 11: SHANGHAI

- Explore Shanghai on a guided tour, with stops at the Jade Buddha Temple and Yu Yuan Garden.
- Enjoy free time to visit local markets and practice your bargaining skills.

DAY 12: DEPART FOR HOME

Your tour may be coming to an end, but your lifelong love of Mandarin is only beginning.





On day 3, visit
Forbidden City,
a Chinese imperial
palace

The World Leader in International Education

For over 50 years, EF has worked with educators across the world to help millions of students become citizens of the world through one global mission: Opening the World Through Education. With more than 500 schools and offices in over 50 countries, our staff can respond in person wherever you are, 24 hours a day. We're also an accredited educational institution, offering students the option to earn high school and college credit.

START PLANNING

To enroll on this tour, ask your teacher for the tour number and visit eftours.com/enroll or call 800-665-5364

AFFORDABLE

We always offer the guaranteed lowest prices so more students have the opportunity to travel and experience the world.

FULLY ACCREDITED

We're fully accredited, just like your school, so you can earn high school and even college credit while on tour.

SAFETY

We're committed to your safety. With 500 schools and offices in over 50 countries, local EF staff can react quickly and in person wherever you travel.

INSIGHT

We believe in experiential learning at the most important sites. Your Program Director is with you at every step, providing their own perspective and local tips.



Gain a new perspective on
Chinese culture during your
tea ceremony

THE LANGUAGE IMMERSION EXPERIENCE *Program price includes*



FULL-TIME LANGUAGE IMMERSION PROGRAM DIRECTOR

Your bilingual, specially trained Language Immersion Program Director stays with you 24/7 to handle all on-tour logistics and provide knowledgeable insights everywhere you go.



EF INTERNATIONAL LANGUAGE SCHOOL

15 hours of language learning with a local language instructor.



EXPERIENTIAL LEARNING

Legends of Kung Fu show; Tea ceremony; Calligraphy lesson; Taiji lesson; Interactive activity with pen pals; Local market challenge; Cooking class; Dinner with local Hutong families; Acrobatics show



ENTRANCES

Great Wall of China; Yonghe Lamasery; Dashanzi Modern Art Zone; Summer Palace; Shanghai World Financial Center; Jade Buddha Temple; Yu Yuan Garden



WESHARE

Our online platform for a deeper learning experience.

ALL THE DETAILS ARE COVERED

Round-trip flights on major carriers; Comfortable motorcoach; 10 overnight stays in hotels with private bathrooms; Breakfast and dinner daily

Hamilton-Wenham Regional School District

FIELD TRIP REQUEST

School: Winthrop Date Submitted: 4/27/16
 Faculty Sponsor: Christopher Heath Position: Principal

I. Trip Information:

Check (✓) one:

- ☒ Day Academic Field Trip - ☐ In-state ☒ Out-of-state Destination: Seacoast Science Center, Rye, NH
☐ 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: 6/7/16 Time: 8:45 AM Return Date: 6/7/16 Time: 2:00 PM
 Number of Students Eligible: 272 Class/Group: K-5
 Faculty Sponsor: Christopher Heath
 Other Faculty/Staff chaperones: 49
 Other chaperones: _____
 Mode of Transportation: bus Number: 5 + minibus
 Airlines/Flight/Ground Transportation: _____

II. Estimated Expenses

1. Transportation Cost: <u>est \$1845</u>	6. Financial Assistance Available? <u>Yes</u> <u>No</u>
2. Admission Charges: <u>\$1925</u>	7. Other Sources of Funding? <u>✓ Yes</u> <u>No</u>
3. Lodging & meals cost: <u>—</u>	8. Amount Available: \$ _____
4. Other (specify): _____	9. Are Student Activity Funds being used? <u>Yes</u> <u>No</u>
5. Total student cost: <u>\$10.</u>	10. If yes, amount bring used: \$ _____

FOW covering the balance

III. Attachments

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

IV. Approvals

Department Chairperson or Field Trip Requestor: _____ Date: _____
I have read the School Committee Policy H8015 on School Sponsored Field Trips and meet all policy requirements

Principal: Christopher Heath Date: 5-2-2016
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.
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Hamilton-Wenham Regional School District

FIELD TRIP REQUEST

School: Hamilton-Wenham Regional High School Date Submitted: 5/6/2016Faculty Sponsor: Kristen Borges / Rob Emmett Position: 6-12 Social Studies Curriculum Leader / History Teacher

I. Trip Information:

Check (✓) one:

- ☐ Day Academic Field Trip - ☐ In-state ☐ Out-of-state Destination: _____
☐ Day Extracurricular Trip - ☐ In-state ☐ Out-of-state ☐ International Destination: _____
☐ Athletics - Sport: _____
☐ Overnight Trip - In-state - ☐ Academic ☐ Extracurricular - Destination: _____
☐ Out-of-State/Domestic Day Trip - ☐ Academic ☐ Extracurricular - Destination: _____
☐ Out-of-State/Domestic Overnight Trip - ☒ Academic ☐ Extracurricular - Destination: National History Day Competition
☐ International Trip (extracurricular only) - Destination: College Park, Maryland

Departure Date: June 12, 2016 Time: 6:30 am Return Date: June 16, 2016 Time: 11:00 pmNumber of Students Eligible: 7 Class/Group: _____Faculty Sponsor: Kristen Borges / Rob Emmett

Other Faculty/Staff chaperones: _____

Other chaperones: _____

Mode of Transportation: Coach Bus Number: _____

Airlines/Flight/Ground Transportation: _____

II. Estimated Expenses

1. Transportation Cost: <u>75.00</u>	6. Financial Assistance Available? Yes <input type="checkbox"/> No <input type="checkbox"/>
2. Admission Charges: <u>110.00</u>	7. Other Sources of Funding? Yes <input type="checkbox"/> No <input type="checkbox"/>
3. Lodging & meals cost: <u>364.00</u>	8. Amount Available: \$ _____
4. Other (specify): _____	9. Are Student Activity Funds being used? Yes <input type="checkbox"/> No <input type="checkbox"/>
5. Total student cost: <u>549.00</u>	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: Kristen E. Borges Date: 5/6/2016
I have read the School Committee Policy H8015 on School Sponsored Field Trips and meet all policy requirementsPrincipal: [Signature] Date: 5/13/16
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.

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 4. Cost per student (if applicable).
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 6. Ratio of chaperones/teachers to students
(Recommended ratio – HS 1:10; MS 1:10 min.; Elementary 1:10 min.; International 1:6)
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May 6, 2016

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

Dear Parents,

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

The cost of attending History Day is \$549.00 (\$474 to the nationals online, and \$75 to the state coordinator for the bus, etc.) The school district is graciously offering money to defray the cost, reducing it by \$275 per student. When you register, you will enter purchase order number: 9784680400. That should change the amount you will pay to \$199. As mentioned in the material your child received, the competition is June 12-16, 2016. Mr. Emmett will be accompanying our students to College Park and chaperoning the students from Massachusetts the entire time. Please indicate Mr. Emmett as your teacher for the senior division.

Itinerary

Sunday June 12, 2015	Depart Massachusetts (Woburn Theaters) Arrive College Park, Maryland Opening Ceremonies	6:00 am 3:00 pm 7:00 pm
Monday June 13, 2015	Junior Division Competition Senior Division Tour Washington, DC Student Dance	10:00 am – 4:00 pm 8:00 am – 3:00 pm 7:30 – 10:30
Tuesday June 14, 2015	Senior Division Competition Junior Division Tour Washington, DC Baseball Game	10:00 am – 4:00 pm 8:00 am – 3:00 pm 5:00 pm – 11:00 pm
Wednesday June 15, 2015	Senior Performance and Documentary Finals Tour Washington, DC Evening Monument Tour of DC	8:30 am – 12:30 pm 1:00 pm – 4:00 pm 6:00 pm – 10:00 pm
Thursday June 16, 2014	Awards Ceremony Depart College Park, Maryland Arrive Woburn, MA	8:30 am – 12:00 pm 1:00 pm 9:00 pm

All transportation in and out of Washington will be by coach bus. We will be traveling home after the morning awards ceremony on Thursday, June 16. Mr. Emmett will accompany our students to College Park and chaperone the students from Massachusetts the entire time.

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

or give me a call. As mentioned in the other material you received, parents are welcome to attend the competition as well as any of the tours around Washington.

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

We are planning a meeting for parents on Wednesday, June 5 at 7:00pm in Room 100. If you have questions in the meantime, send me an email (k.borges@hwschools.net).

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

Sincerely,

A handwritten signature in black ink that reads "Kristen E. Borges". The signature is fluid and cursive, with a long horizontal flourish extending from the end of the name.

Kristen Borges

☐

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

Signature

Date

Print Name



Massachusetts History Day

PLEASE GIVE THIS LETTER YOUR IMMEDIATE ATTENTION:

April 9, 2016

Dear State History Day Winner,

Congratulations! Your hard work, dedication, and commitment have served you well. We encourage you to take your work to the next level and compete with other state winners from around the nation in the national competition at the University of Maryland at College Park. We will be traveling down by coach bus on Sunday, June 12, and returning on Thursday, June 16. Your parents and teachers are invited to join you.

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

Registration takes place online. Enclosed in this packet you have a NHD booklet to guide you through the registration process. You will need a parent with you to register because there is a medical form to complete and you must arrange for payment. **You will also need the name, phone number, and email address of your chaperone. If you are traveling with us and staying in the dorm with the Mass delegation, then you MUST have a chaperone that will also be on the bus and staying in the dorm.**

Read the brochure carefully. Remember, if you travel on our coach and are staying in our assigned dorm, you should check **"lodging and meal package 2."** When you get to the section where payment is requested; your parent can help you decide the method of payment.

*** Remember that online registration ends May 17th.. They will charge you a penalty fee if you register late. Note that historical papers must be mailed to arrive at the national office by the 17th, which is also the web site lock out date. Papers also must be uploaded to them. Follow their directions.**

Enclosed you'll find a letter to your parents and checklists for both you and your parents as well as a brochure on a workshop for all state winners and a form to help us order the appropriate sizes for our state t-shirts. **Please return the completed checklists with the appropriate check to me at the following address by Friday, May 6. You will also find a packet for your teacher. Please give it to her/him when you return to school on Monday.**

We will arrange for you to visit Washington, DC, on the off days when you are not being judged. If you have family members attending the contest they will be welcome on our trips into Washington. More details will come in a letter that you will receive in early June.

If you are arranging travel and accommodations on your own, please contact me and I will give you fee information and arrange for you to connect with our delegation at the University to pick up your state t-shirt and pins. You should also send me the checklist, t-shirt form and a check for \$75.00 payable to Mass History Day. It covers the cost of t-shirt and pins.

Regarding Fees: Traditionally in Massachusetts, we have worked very hard to hold the line on expenses and have increased our fees only slightly in the last few years, in spite of soaring bus rental costs.

To National online -- \$474.00 -- covers registration and your room & board. Those prices are set by national - \$110.00 of that is registration. It is per student.

To Mass History Day -- \$75.00 -- includes Massachusetts 2016 history day pins to trade at the contest, and the official 2016 Massachusetts state History Day t-shirts. Include your check with the checklist that you return to me. As you can see we heavily subsidize the cost of student transportation.

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

Again, congratulations on a job well done!


Sincerely,

Bob Jones, Kerin Shea, Kathleen Barker

Co-coordinators, Massachusetts History Day

Mail forms & checks to:

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



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

- A 7 to 1 ratio of chaperones/teachers to student as per rules of Hamilton-Wenham School Sponsored field trip policy.
- Chaperones are Rob Emmett and Massachusetts State History Teachers. (Massachusetts travels as a state delegation.)
- Chaperones have cell phones and numbers have been shared with the parents.
- Our group is part of the Massachusetts State Delegation that includes approximately 20 chaperones who are with the students at all times.
- Students check in with their teacher every time we move, transition or need to disperse information.
- A strict itinerary/timeline/schedule of events has been shared with students and parents.
- Name of dorm and information has been provided to parents.
- All meetings are held in the dorm where students will be staying.
- University of Maryland security will patrol hotel hallways in the evening.
- All students are scheduled throughout the day in meetings with a strict curfew for night.
- Bed check will take place each night after curfew.
- Many of our district's parents will also be accompanying their students on this trip.

EXPECTATIONS OF DORM CHAPERONES

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

- Chaperones are responsible for the behavior of the students in their charge according to the published rules. Hence, chaperones will stay in the same building with their students. They will be generally available while the students are in the residence halls so that any rule infractions by their group can be handled in a timely manner.
- Chaperones are responsible for enforcement of published rules with any NHD student participant throughout the campus community during their stay.
- Should a chaperone encounter problems, the first contact will be the Dorm Coordinator designated by NHD (for that particular building) Dorm coordinator information is available at the check-in desk in LaPlata Hall (301-314-5275).
- Chaperones act as liaisons between NHD and University of Maryland staff. They will be working in cooperation to confront problems as they are encountered in the residence halls.
- Chaperones will be visible on the floor where their students are lodging both at curfew time and afterwards. Chaperones should make sure that students are in their rooms or in the lounge on their floor at curfew time and afterwards and that they observe "quiet hours" from 12:00 AM to 7:00 AM.
- Chaperones will assist the Dorm Coordinator in clearing the lobby, elevators and stairwells, and other public areas at curfew time. This system will be worked out by the Dorm Coordinator and the chaperones at the start of the group's stay at the University of Maryland.

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

STUDENT STANDARDS OF CONDUCT

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

NHD Rules and Policies for NHD Participants

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

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

For Students Staying In Dorms

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

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

NOTICE – NOTICE – NOTICE

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

REFUND POLICY

If a participant (student, parent/guardian, teacher, etc.) is unable to attend the National Contest due to unforeseen circumstances, please contact the NHD Finance Manager at 301-314-8570 or lorena@nhd.org.

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

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

Partial Refund

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

After June 6, no refund of fees will be provided.

Cancellation/Refund Requests

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

Cancellations or refund requests must contain the following:

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

Please provide current contact information in case questions arise regarding your cancellation/refund request. Write "National Contest Cancellation/Refund" in the subject line of your email. You may call 301-314-8570 to confirm receipt of email one business day after you send it.

ON-CAMPUS LODGING AND MEALS

Sign up for housing on campus! Dorm packages include housing, bed linens, a pillow, and three meals a day. There are three dorm packages from which to choose. Please select the appropriate one through online registration. More information is available online to help you with roommate requests and health conditions.

You can opt for different accommodations than your parents (i.e. students can stay in the dorms with their friends with a chaperone, while parents stay in a hotel). However, an appropriate chaperone **MUST** stay with the students.

TEACHERS - If you are scheduling accommodations for your entire group (not just for yourself), please log into your account and pay for students there. This will allow you to pay for all members of your group at once without entering into each student's record. This is especially helpful when submitting payment from your school, either by purchase order, check or credit card.

Please note that in an effort to keep entire affiliate delegations together and accommodate housing requests, dormitory housing will be mixed gender on some floors. Bathroom facilities will remain separate. The university makes every effort to ensure that the designated chaperones are near their students.

Microwaves and refrigerators are not available in individual sleeping rooms. However, you may use any of the refrigerators and microwaves in the common areas of your residence hall, if they are available.

Housing Check-In On Campus

During the contest, housing check-in at Stamp Student Union will be available Saturday from 2:00 - 8:00 PM, Sunday from 9:00 AM - 8:00 PM, and Monday from 8:00 AM - 3:00 PM. You will receive your room assignment and meal card at this time.

Late On-Campus Housing Check-In

If you arrive on campus after 8:00 PM, you must go to **LaPlata Hall** to receive your room assignment and meal card. The telephone number to the LaPlata Hall desk is 301-314-5275.

To check in for the contest, you must go to the Stamp Student Union during regular NHD registration hours.

Special Diets/Dietary Allergies

The University of Maryland's dining services are reduced dramatically during the summer months. Therefore, many special diets cannot be accommodated. People who need vegetarian or vegan meals, lower fat/cholesterol, or have simple food allergies (such as shellfish, lactose, or dairy allergies) can be accommodated. However, combination food allergies, Celiac disease, Kosher, and other specialized diets cannot be accommodated. Campus housing cannot be purchased without the meal plan.

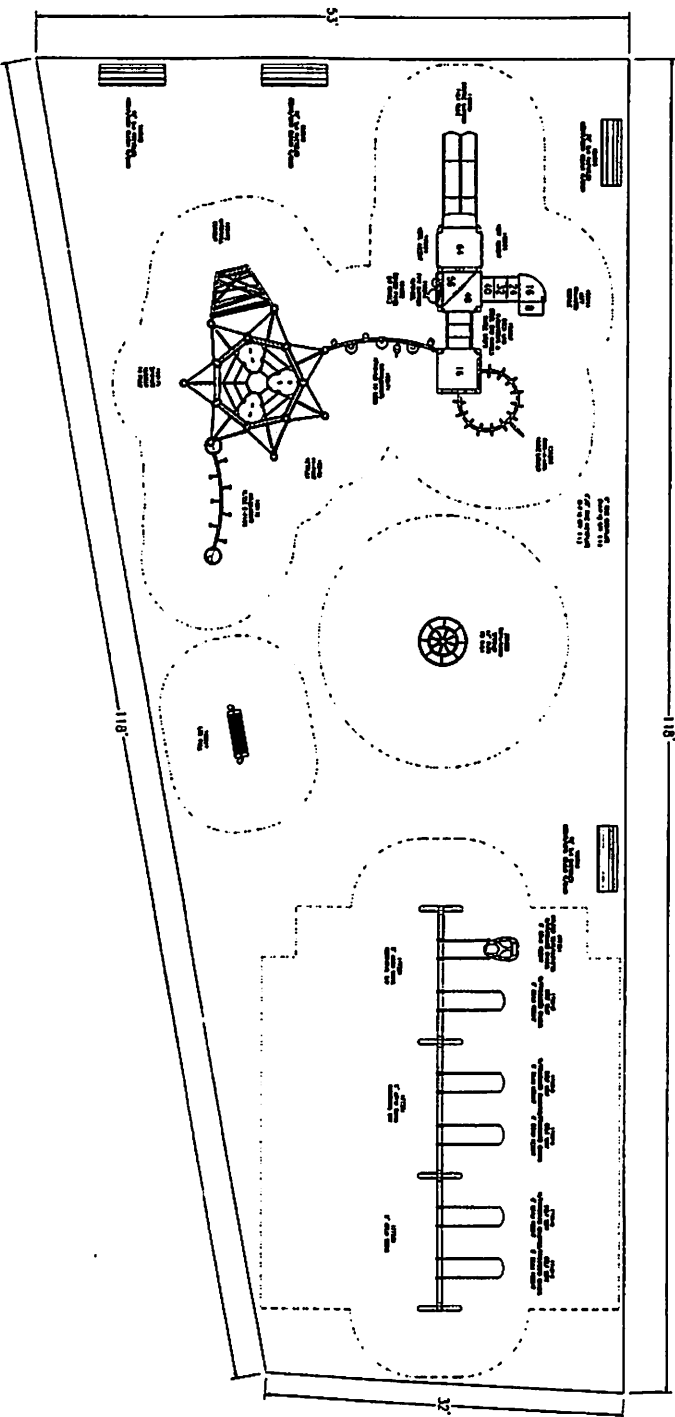
Buker School Playground Improvement

School Committee Request for Approval 6/2/16

- We are asking for the school committee's approval for our plan to replace the existing play structure. In addition, we need their approval for fundraising and advertising for this project.
- The current structure is more than 16 years old.
- Some of the structure's elements are broken and the manufacturer no longer makes this model of equipment.
- Mostly students in grades K-2 use the existing structure as the majority of the elements are designed for younger students.
- We would like a play structure that includes elements that would be used and enjoyed by all of our grade levels, K-5.

Possible Questions to Answer

- What is the anticipated cost?
 - Using the information from the contractor we can break down the pricing.
 - \$80,000.00 for the play structure elements (based on a draft plan for estimating the cost in the defined area of the existing structure)
 - \$55,000.00-\$60,000.00 for a poured rubber surface – an upgrade from the traditional playground mulch surface that needs to be maintained
 - \$30,000.00 for the contractor installation – This could be reduced if we used a volunteer build option.
 - A volunteer build is supervised by the playground contractor and gets approval from the insurance company
 - Fundraising budget between \$125,000.00 - \$150,000.00 (the contractor's initial estimate will be worked to fit within our projected budget)
- What is your timeline?
 - Ideally, we would like to have the playground completed by the time our current grade 3 students are in 5th grade.
 - The playground will be dedicated to the memory of Jennifer Maio, a member of this 3rd grade class.
- Who will benefit from this project?
 - Current and future Buker School students
 - Children in Hamilton-Wenham and beyond as the Buker School playground is used throughout the year for a variety of community recreational activities.



TOTAL ELEVATED PLAY COMPONENTS	5	REQUIRED	0
TOTAL ELEVATED COMPONENTS ACCESSIBLE BY RAMP	0	REQUIRED	0
TOTAL ACCESSIBLE GROUND LEVEL COMPONENTS SHOWN	12	REQUIRED	2
TOTAL DIFFERENT TYPES OF GROUND LEVEL COMPONENTS	6	REQUIRED	6



BUKER ELEMENTARY SCHOOL
WENHAM, MA

M.E. O'BRIEN &
SONS, INC.
ANDY BERGER

SYSTEM TYPE
PLAYBOOSTER/IND
ME016316



landscape
structures



THE PLAY AREA & PLAY COMPONENTS
SHALL BE DESIGNED TO MEET THE
REQUIREMENTS OF THE PLAY AREA
DESIGN GUIDE.

THE PLAY AREA & PLAY COMPONENTS
SHALL BE DESIGNED TO MEET THE
REQUIREMENTS OF THE PLAY AREA
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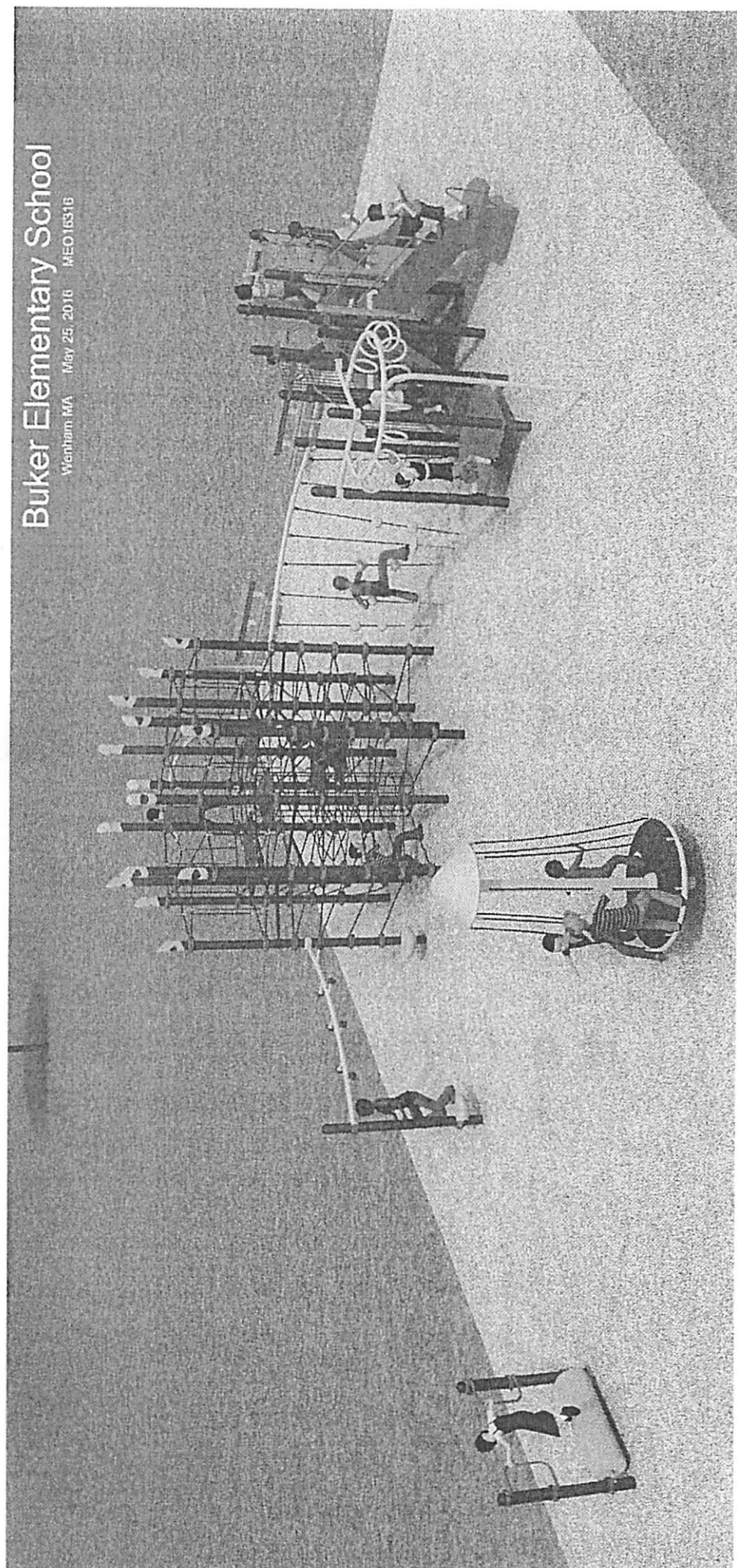
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DESIGN GUIDE.

Buker Elementary School

Wenham MA May 25, 2016 MED 16316



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landscape
structures



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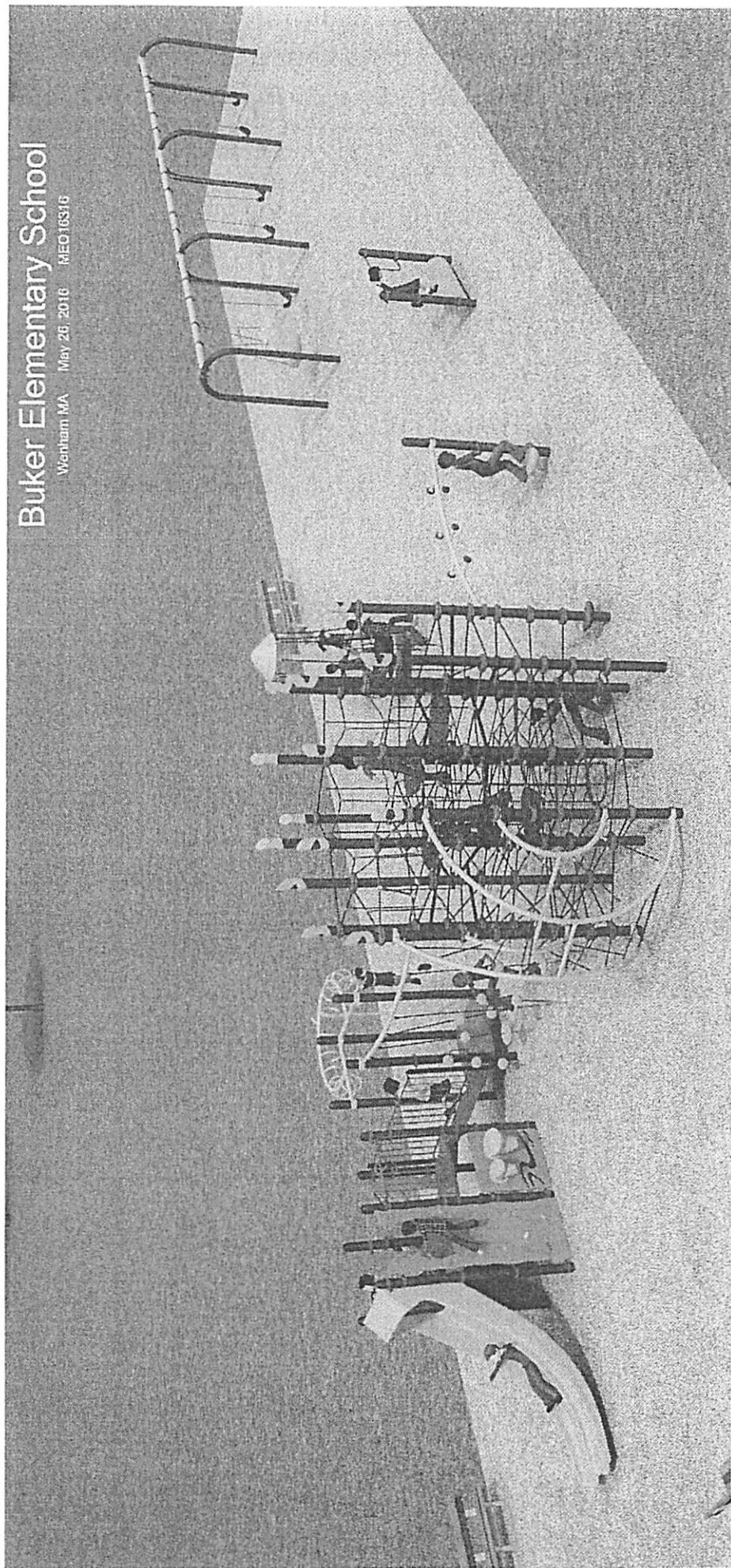
Andy Berger



**O'BRIEN
& SONS**
ELEMENTS FOR A GREAT OUTDOORS

Buker Elementary School

Wenham MA May 26, 2016 HEO16316



slr
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Better playgrounds.
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**O'BRIEN
& SONS**
ELEMENTS FOR A GREAT OUTDOORS



FRIENDS OF CUTLER

May 31, 2016

To: The School Committee Board

The Friends of Cutler would like to present a gift of \$20,000 to the Hamilton-Wenham Regional School District for the purpose of erecting a gazebo to be used as an outdoor classroom behind Cutler School, adjacent to the new Learning Commons.

The gazebo will be rectangular in shape and will measure 12'x24'. The structure is prefabricated in one piece and will be constructed of "child friendly" (anti-splinter) materials such as vinyl cladding and AZEK flooring. The structure will include a ramp to make it handicapped accessible. The gazebo will cost \$14,670 which includes delivery. The site will require some preparation, including leveling and a bed of crushed stone to support the structure. The additional funds presented are intended to cover that cost, plus providing benches for the children to sit on in the gazebo/outdoor classroom.

This structure is part of our overall goal of creating an outdoor learning space for all students at Cutler School. Over the past year, we have constructed storage sheds and purchased materials such as the Outlast Blocks from Community Playthings for students to explore both during recess and classroom activities. We have been raising these funds for several years with this goal in mind, and are very excited at the possibility of seeing our plans become reality.

We have attached a photo of the proposed gazebo.

Thank you for your consideration.

Sincerely,

Sarah Olson
Friends of Cutler, Treasurer





HAMILTON WENHAM EDFUND PROJECT GRANT APPLICATION FORM

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

Name(s) of Application Contact(s): Julie Snyder + Kasey Vermuelen (MRMS)

Submission date: Dec 2015 Date approval needed: _____

Contact(s) phone number: 978 468 0362 Email: j.snyder@hwschools.net

Position or Title of Application Contact(s): Science Teachers (Grade 8)

Grant Title: Using Legos to Solve Physics + Engineering Challenges

School(s): Miles River Middle School Grade(s): 8

Amount requested: \$13,867.90 Recurring costs: X

Please address the following topics:

1. Has this grant been funded in the past? If yes, from what source?
2. Description of project and purpose.
3. Describe how this grant meets the goals of the Edfund Grants Program (see Edfund Grant Guidelines and Criteria at <http://hwdedfund.org/applications-criteria.htm>.)
4. Number of students and/or teachers to benefit.
5. Budget Detail (Please list or attach itemized sheet of all costs for speaker, guest performer, training, consultant, equipment, materials, etc. and include when appropriate, photocopy of catalog page, price list or other documentation of cost). The estimated ratio of dollars spent per student is taken into consideration.
6. Possible future expenditures linked to this project (i.e. maintenance, parts replacement, professional development, etc.) including timeframes.
7. Method of evaluating success of project (i.e. student feedback).

Additional Comments: please see attached information

Signature(s) of Applicant(s): Julie Snyder Date: 4.06.16

Approval

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

Principal: [Signature] Date: 4/12/16

1. Has this grant been funded in the past? If yes, from what source?

An EdFund grant supporting STEM work in grade 8 at Miles River Middle School has not been funded before. Two years ago the Friends group funded a First Lego League team, which was tremendously successful, but only reached a dozen students at the middle school.

2. Description of project and purpose.

This grant request will fund the integration of Engineering and Technology into our Grade 8 Science Curriculum as well as enhance our current units of study with Physics and Energy. To date, Grade 8 students are administered the Grade 8 Science/Engineering/Technology MCAS and our current curriculum is in need of more Engineering & Technology integration. The Grade 8 Science Faculty are committed to promoting Engineering and Technology with curriculum extensions. The result will support the success of all students on MCAS, as well as 'hooking' all students at the middle school level on the power and excitement engineering and technology have to offer (there are not a lot of opportunities for students to do so at the middle school level in HWRSD).

The Grade 8 Science Faculty at Miles River Middle School are planning to use Lego Education Products as a means of integrating meaningful, real world technology and engineering into the science curriculum. Lego Education Products require students to work on teams to construct, and refine a machine or mechanism to solve a challenge or problem. In so doing, students will work on problem solving skills, teamwork skills, and building a functional mechanism or machine to meet the demands of the challenge. This project will initially involve each Grade 8 science student over the course of an entire learning unit (about 3 school weeks), as well as being used throughout our physics and energy transfer units.

This grant request specifically ties in to the following Next Generation Science Standards that Hamilton-Wenham Regional Schools have begun to phase in to our curriculum this year:

MS-ESS3 Earth and Human Activity: Where students investigate and understand how human activity and energy transfer has affected the earth's well-being.

MS-PS2-1, MS-PS2-2: Where students learn about and explore Newton's 3 Laws of Motion.

MS-ETS4-1: Where students learn how machines convert energy through work.

MS-ETS2-6, MS-ETS2-7: Where students learn about manufacturing and construct working products.

3. Describe how this grant meets the goals of the Edfund Grants Program (see Edfund Grant Guidelines and Criteria at <http://hwedfund.org/applications-criteria.htm>.)

This grant meets all of the goals set forth by the Edfund Grants Program in that it will reach every Grade 8 Science student for years to come. This grant serves to augment the curriculum in Grade 8 Science in such a way that Engineering & Technology become more of a focus for a single unit, as well as throughout other established units already woven into the curriculum, thus supporting the curriculum standards faculty are committed to sharing with students.

4. Number of students and/or teachers to benefit.

This grant will initially benefit every 8th grade science student (approximately 140 students) and the 8th grade science faculty (2 teachers). However, this program will be part of the 8th grade experience and will benefit each 8th grade science student for years to come.

5. Budget Detail (Please list or attach itemized sheet of all costs for speaker, guest performer, training, consultant, equipment, materials, etc. and include when appropriate, photocopy of catalog page, price list or other documentation of cost). The estimated ratio of dollars spent per student is taken into consideration.

Shop > Machines & Mechanisms > Mechanisms Classroom Packs



Mechanisms Classroom Packs

5003507

\$5,399.95

In Stock

Mechanisms 30-Student Classroom Pack

Quantity: 1

ADD TO
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CLICK HERE
to preview the
Simple & Motorized
Mechanisms Curriculum

Description

Feature & Specs

Includes:

- 15 Simple and Motorized Mechanisms Base Sets
- 1 Introducing Simple and Motorized Mechanisms Activity Pack
- 1 Advancing with Simple and Motorized Mechanisms Activity Pack
- 15 Pneumatics Add-On Sets
- 1 Pneumatics Activity Pack
- 15 Renewable Energy Add-On Sets

Item	Cost	Total
Mechanisms Classroom Packs	6,933.95 x 2 teams	\$13,867.90
	Total Grant Request	\$13,867.90

6. Possible future expenditures linked to this project (i.e. maintenance, parts replacement, professional development, etc.) including timeframes.

There are no anticipated future expenditures for this grant request. The parts lost can be ordered through Lego under the current science department budget.

7. Method for evaluating success of project.

All 8th grade students will participate in constructing and refining a several machines and mechanisms to tackle a challenge. The effects of working on a real-world engineering problem will linger for many years as students move to the high school to continue their STEM studies. We also predict an improvement in MCAS scores as students will have an focused infusion of engineering & technology into the 8th grade science curriculum which has not been as robust in years' past.



Grant Acknowledgement and Acceptance of Terms

PLEASE COMPLETE AND RETURN BY EMAIL TO THE FOLLOWING:

1. Edfund-Amy DeSimone at amydesimone12@gmail.com and
2. Hamilton Wenham Administration-Vincent Leone at v.leone@hwschools.net

We accept this grant from the **Hamilton Wenham Education Foundation** and agree to abide by the following associated provisions and obligations:

- 1) The purpose of the grant is to be accomplished as proposed. The project's current budget, as previously submitted to the Edfund with the grant proposal, accurately reflects the grantee's intentions to expend the amount of this grant. Expenses not included in the project budget must be approved in advance by the Edfund.
- 2) Any photos and student feedback will be provided to the Edfund within 30 days of the grant's implementation. If applicable, student feedback can be a handwritten paragraph reviewing their experience.
- 3) Funds not used for the express purposes described in the grant proposal that are not used by the end of the 2016-2017 school year (or a mutually agreed upon date) are to be returned to the Edfund.
- 4) It is not necessary to issue a tax receipt for this donation as the Edfund is a 501 (c) (3) public charity. Also, please keep in mind that public schools do not have to pay a sales tax.

The Grantee's deposit or endorsement of the enclosed check will also constitute its agreement to the terms and conditions set forth above.

School Name: Miles River Middle School

Name of Contact on the Edfund Grants Subcommittee: Dana Allara

Title of Grant Application: Using Legos to Solve Physics and Engineering Challenges

Grant Amount Approved and Date Requested: \$13,867.90

Grant Requestor's Name: Title: Jullie Snyder and Kasey Vermuelen, MRMS Science Teachers

Email Address and Phone Number: j.snyder@hwschools.net k.vermuelen@hwschools.net

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

Check should be payable to:

Please remit check to (contact name):

Address of where check should be sent:

Date by which check should be sent:

Date District requested funds of Edfund for reimbursement:



HAMILTON WENHAM EDFUND PROJECT GRANT APPLICATION FORM

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

Name(s) of Application Contact(s): Kasey Vermeulen

Submission date: _____ Date approval needed: _____

Contact(s) phone number: 607-834-1659 Email: k.vermeulen@hwschools.net

Position or Title of Application Contact(s): 8th Grade Science teacher

Grant Title: 8th Grade Science Technology Modernization for Data Analysis

School(s): Miles River Middle School Grade(s): 8

Amount requested: \$ 15,853.39 Recurring costs: _____

Please address the following topics:

1. Has this grant been funded in the past? If yes, from what source?
2. Description of project and purpose.
3. Describe how this grant meets the goals of the Edfund Grants Program (see Edfund Grant Guidelines and Criteria at <http://hwedfund.org/applications-criteria.htm>.)
4. Number of students and/or teachers to benefit.
5. Budget Detail (Please list or attach itemized sheet of all costs for speaker, guest performer, training, consultant, equipment, materials, etc. and include when appropriate, photocopy of catalog page, price list or other documentation of cost). The estimated ratio of dollars spent per student is taken into consideration.
6. Possible future expenditures linked to this project (i.e. maintenance, parts replacement, professional development, etc.) including timeframes.
7. Method of evaluating success of project (i.e. student feedback).

Additional Comments: _____

Signature(s) of Applicant(s): Kasey Vermeulen Date: 4/7/16

Approval

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

Principal: [Signature] Date: 4/12/16

Kasey Vermeulen
8th Grade Science Teacher
Miles River Middle School

k.vermeulen@hwschools.net
cell 617-834-1659

8th Grade Science Technology Modernization for Data Analysis

The Miles River Middle School eighth grade science department is submitting this application for a mobile chromebook cart and Pasco sensors to serve as a tool for data analysis and real world simulation during laboratory experiments. This proposal has not been previously funded by the EdFund Grants Program.

Description of Project and Purpose

Our students have become incredibly skilled at doing reading and writing using Chromebooks in other classes, but our science labs have not kept up and the current technology does not meet our needs. Science class is hands on and collaborative - we are active! The Chromebooks and sensors will enable students to collect and analyze quantitative data using existing laboratory experiments that have been created by the department. By the end of the year, our purpose is to create a real world science lab where there is no limit to the type of information and data collected, and Chromebooks and sensors will aid in this goal.

Within the science classroom we routinely run experiments using the scientific method or conduct research to get to know more about our world. Eighth grade students will do physical, earth and life science labs that reveal concepts like phase change, forces of motion, tracking storms and DNA extraction. With Chromebooks, students will have the opportunity to access online science resources. Students will easily be able to collaborate and create group projects by utilizing Google document sharing. Students will be able to explore science concepts that could otherwise not be taught in the classroom with the Chromebooks in online simulations, and will be able to learn valuable teamwork skills. While the high school is using iPads with their sensors, the middle school is in favor of the Chromebooks. The Chromebooks come with attached keyboards so the transition from data collection to the lab report write up will be much more seamless for our students. The Chromebooks also come at a much lower cost than the iPad, are equipped with a keyboard and we have an opportunity to purchase more of these devices, thereby providing more hands-on opportunity for more students.

This set of Chromebooks and sensors will enable our students to collect and analyze data and will result in powerful learning as the students are able to share, collaborate, and incorporate quantitative data real-time into their lab reports. All students need to understand science. As we move to the Next Generation Science Standards, it is important that our science labs are no longer hands-on, minds-off; that our science labs are not driven by a lecture and reinforcement model but reflect what scientists actually do: collect, analyze, and grapple with data to build scientific models of everyday phenomena. This equipment will enable our students to do just that. We plan to use the sensors to collect data, input that information into a document that will be

turned into a lab report that the students can then work to evaluate and share the results with each other.

Grade 8 students at Miles River Middle School must be scientifically literate citizens as adults. The skills they develop in middle school will enhance their abilities to think critically, problem solve, and draw evidence based conclusions. Students will learn to work with multiple devices which will make them more flexible in their learning. This year students will learn to analyze data, examine statistics, and improve the credibility of their argument. These skills will be invaluable assets for participation in an informed 21st century society. Each student having access to a Chromebook for laboratory investigations, interactive activities, and Google applications like Docs and Slides for projects will support the department's efforts in developing the skills necessary for our students to be scientifically literate. Chromebooks will allow students to log into their individual account and keep their work organized and by using this Google product they can have access to their work anywhere through Drive. The Pasco probes enable the students to gather real time data with extreme accuracy compared to current laboratory equipment.

How this grant meets the goals of the EdFund Grants Program

This grant meets the goals of the EdFund Grants Program in the following ways:

- Encourages and supports innovation through real-world lab experience giving students the ability to learn about current issues in the science field and develop laboratory and critical thinking skills
- Encourages leadership and creativity from teachers through project-based learning lesson development and implementation
- Impacts all eighth grade students at Miles River Middle School in science class
- A modernized science lab is a project with lasting benefit to the district since it can be used and updated in the coming years for all students

Number of Students/Teachers to Benefit

- Students in 8th grade Science classes ~140 students
- Curriculum teachers: Kasey Vermeulen and Jullie Snyder
- All students at Miles River Middle School will have access but the focus will be 8th grade students then expanding to students and teachers in all other levels

Budget Details

Equipment to be purchased by the Hamilton-Wenham School District Information Technology Department.

1. Toshiba Chromebook 2 (30) \$268.95 = \$8068.50
2. Google License (30) \$25.60 = \$768
3. Chromebook charging cart = \$1342.89

Total = \$10,179.39

Software and equipment to be purchased at Pasco Scientific.

1. Pasco Airlink (16) \$59 = \$944
2. Pasco USB Bluetooth Dongle (16) \$12 = \$192
3. Pasco MS Physical Science Teacher Manual \$49
4. Pasco MS Earth Science Teacher Manual \$49
5. Pasco Force Sensor (8) \$110 = \$880
6. Pasco Motion Sensor (8) \$80 = \$640
7. Pasco 6 in 1 Weather Sensor (8) \$110 = \$880
8. Pasco Chemistry Sensor (8) \$195 = \$1560
9. Pasco Temperature Sensor (16) \$30 = \$480

Total = \$5674

Project Total = \$15,853.39

Possible future expenditures linked to this project

This proposal is part of a 2 stage process:

- Stage 1 is to acquire classroom Chromebooks and sensors to be used for data analysis and scientific writing and research to be used as part of the eighth grade science curriculum.
- Stage 2 is to create a school wide mobile science lab. Once this project has been tested in the eighth grade science classroom the intention is to have other science teachers use it as well. This will require the purchase of additional sensors related to their curriculum area and possible addition of more Chromebooks if there is a high usage.

Method for evaluating success of project

The success of this project will be evaluated through:

- Lessons created by eighth grade science teachers
- Increased student involvement in laboratory experiments



Grant Acknowledgement and Acceptance of Terms

PLEASE COMPLETE AND RETURN BY EMAIL TO THE FOLLOWING:

1. Edfund-Amy DeSimone at amydesimone12@gmail.com and
2. Hamilton Wenham Administration-Vincent Leone at v.leone@hwschools.net

We accept this grant from the **Hamilton Wenham Education Foundation** and agree to abide by the following associated provisions and obligations:

- 1) The purpose of the grant is to be accomplished as proposed. The project's current budget, as previously submitted to the Edfund with the grant proposal, accurately reflects the grantee's intentions to expend the amount of this grant. Expenses not included in the project budget must be approved in advance by the Edfund.
- 2) Any photos and student feedback will be provided to the Edfund within 30 days of the grant's implementation. If applicable, student feedback can be a handwritten paragraph reviewing their experience.
- 3) Funds not used for the express purposes described in the grant proposal that are not used by the end of the 2016-2017 school year (or a mutually agreed upon date) are to be returned to the Edfund.
- 4) It is not necessary to issue a tax receipt for this donation as the Edfund is a 501 (c) (3) public charity. Also, please keep in mind that public schools do not have to pay a sales tax.

The Grantee's deposit or endorsement of the enclosed check will also constitute its agreement to the terms and conditions set forth above.

School Name: Miles River Middle School

Name of Contact on the Edfund Grants Subcommittee: Dana Allara

Title of Grant Application: 8th Grade Science Technology Modernization for Data Analysis

Grant Amount Approved: \$15,853.39 Date Requested:

Grant Requestor's Name: Kasey Vermeulen Title: 8th Grade Science Teacher

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

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

Check should be payable to:

Please remit check to (contact name):

Address of where check should be sent:

Date by which check should be sent:

Date District requested funds of Edfund for reimbursement:

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

**EXHIBIT I
A1017**

CORI Policy for Owners of Challenge Courses for Conducting Criminal History Inquiries

I. Policy Purpose

Pursuant to the regulations pertaining to the operation of Climbing Walls contained in 520 CMR 5.15, owners of companies that operate Climbing Walls are required to conduct criminal history inquiries on certain applicants for employment. The procedure described below has been adopted by the Hamilton-Wenham Regional School District for Criminal Offender Record Inquiries.

II. Scope

1. The policy shall apply to all applicants 18 years of age or older for the positions of:
 - a. Challenge Course Manager; and
 - b. Challenge Course Staff.

III. Process

1. The Hamilton-Wenham Regional School District will register annually for iCORI service, a secure web-based service through which organizations will request and receive Criminal Offender Record Information ("CORI"), at www.mass.gov/cjis.
2. Upon application for any of the above positions, an applicant shall provide to the Hamilton-Wenham Regional School District a completed CORI Acknowledgement Form provided by the Department of Criminal Justice Information Services (DCJIS). CORI checks will only be conducted as authorized by the DCJIS and M.G.L. c. 6, § 172, and only after a CORI Acknowledgement Form has been completed. CORI will only be accessed for applicants who are otherwise qualified for the position for which they have applied. If a new CORI check is to be made on an applicant within one year of his/her signing of the CORI Acknowledgement Form, the applicant shall be given 72 hours notice that a new CORI check will be conducted.
3. The applicant shall be informed in writing either on the face of the application or in an attached written document that by completing the CORI Acknowledgment Form, the applicant is consenting to a criminal background inquiry which shall be used to determine suitability for employment. The applicant shall be further informed on the face of the application or in an attached written document that consideration for employment will only be granted upon completion of both the application and the CORI Acknowledgement Form.
4. All CORI obtained from the DCJIS is confidential, and access to the information is limited to those individuals who have a "need to know." This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The Hamilton-Wenham Regional School District will maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list will be updated every six months and is subject to inspection upon request by the DCJIS and/or the Department of Public

Policy Review: 1st Reading: June 2, 2016

2nd

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Stacey Metternick

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

Safety at any time.

5. The Hamilton-Wenham Regional School District shall maintain a secondary dissemination log to record any dissemination of CORI outside of the District, including dissemination at the request of the applicant.

6. All personnel authorized to review or access CORI at the Hamilton-Wenham Regional School District will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

7. Once the applicant provides consent to conduct a criminal background inquiry, the Hamilton-Wenham Regional School District shall submit a CORI request using the iCORI service. In most cases, results will be returned instantaneously.

8. In the event that results are not returned instantaneously and circumstances require an expedited employment decision, the following procedures shall apply:

- a. A temporary offer of employment may be made to an applicant on the express condition that the Hamilton-Wenham Regional School District has submitted applicant's CORI request prior to the temporary offer of employment.
- b. Any temporary employment shall expire at the conclusion of 14 days following acceptance and may not be renewed.
- c. During the period of temporary employment, the applicant shall be under the direct supervision of an employee who has previously undergone a completed CORI.

9. At such time as the results of CORI are made available, the Hamilton-Wenham Regional School District shall act expeditiously to make a determination of suitability of employment. Factors considered in determining suitability may include, but not be limited to: (a) relevance of the record to the position sought; (b) the nature of the work to be performed; (c) time since the conviction; (d) age of the applicant at the time of the offense; (e) seriousness and specific circumstances of the offense; (f) the number of offenses; (g) whether the applicant has pending charges; (h) any relevant evidence of rehabilitation or lack thereof; (i) any other relevant information, including information submitted by the applicant or requested by the Hamilton-Wenham Regional School District.

10. In the event that the applicant is to be questioned regarding his or her criminal record, the applicant shall be provided with a copy of the criminal history record prior to questioning and the source of the criminal history record shall be disclosed.

11. In the case of a negative employment decision, the applicant shall be notified immediately and shall be provided with:

- a. A copy of the Hamilton-Wenham Regional School District's CORI policy;
- b. A copy of the CORI;
- c. . A copy of Information Concerning the Process in Correcting a Criminal Record as provided by DCJIS.

The applicant shall have the opportunity to dispute the accuracy of the CORI.

Policy Review: 1st Reading: June 2, 2016

2nd

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Stacey Metternick

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

Source: Department of Public Safety (DPS) 2016

References: HWRSD Policy A1008 – DCJIS Model CORI Policy
HWRSD Policy A1016 – Background Checks

Policy Review: 1st Reading: June 2, 2016
2nd

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Stacey Metternick

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT J
E5012

PEDICULOSIS

Pediculosis (Head Lice) is a public health nuisance. Due to the changing environment, head lice has adapted, survived and continues to affect school aged children everywhere. Head lice are not considered a sign of unclean individuals or homes. Education and treatment should remain the forefront of our approach to controlling pediculosis in the schools. With the cooperation of parents and resources from primary care providers, pharmacists, school nurses and public health authorities, infestations can be minimized.

According to the National Association of School Nurses, the American Academy of Pediatrics and CDC. The management of pediculosis should not disrupt the educational process. No disease is associated with head lice and in-school transmissions are rare. Lice are the result of head to head contact.

Treatment: It is recommended by the CDC, upon initial infestation, an over-the-counter (OTC) or prescription medication be used. It is important that when using a pediculicide, the parent or guardian reads the specific directions provided as each treatment could differ. **In addition, a conditioner and shampoo with conditioner should not be used as it reduces the effectiveness of the treatment.**

Hamilton Wenham School Nurses will approach the problem in two ways:

1. Education
2. Monitoring

Policy Guidelines:

- When a student is suspected to have pediculosis, the school nurse will be notified.
- The school nurse will examine the student. If a student has a positive infestation or live lice, he or she will be dismissed from school.
- The school nurse will notify the parent/guardian who will be provided with educational handouts and instruction on treatment and care options.
- A **No LIVE LICE Policy** will be enforced. Student may come to school with nits (eggs). Nits cannot jump or crawl and therefore do not cause infestations. Parents are encouraged to nit-pick until the nits are removed from the hair as viable nits could cause re-infestations.
- Students may return to school the next day after recommended treatment. **The school nurse will inspect the student upon return to school and 7-10 days later until the student is free of lice.** Parents are responsible for routine examination of their child's hair for at least two weeks.

Policy Review: 1st Reading: March 17, 2016
2nd Reading: June 2, 2016

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Stacey Metternick

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

- Research has shown that classroom-wide or school-wide screening is not warranted; however it may be appropriate to monitor those children who have had close head-to-head contact with a student who has an active infestation. Each reported case of head lice will be recorded and head lice infestations will be monitored by the school nurse.
- At the discretion of the school nurse, and considering the privacy of the students, notices will be sent home notifying parents if there are several cases of lice in a classroom or grade level.

Resources:

Massachusetts Department of Public Health

<http://www.mass.gov/eohhs/docs/dph/cdc/factsheets/head-lice.pdf>

American Academy of Pediatrics

<Http://pediatrics.aappublications.org/content/110/3/638.full.pdf>

National Association of School Nurses

www.nasn.org

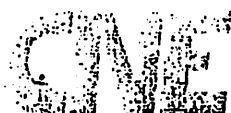
Policy Review: 1st Reading: March 17, 2016

2nd Reading: June 2, 2016

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Stacey Metternick



Continuing Nursing Education

Objectives and instructions for completing the evaluation and statements of disclosure can be found on page 235.

Demystifying Pediculosis: School Nurses Taking the Lead

Deborah J. Pontius

Consider this scenario common five years ago: Nathan, a second grade student, was sent to the school nurse's office for a "head check" after his teacher noticed him frequently scratching his head. The nurse finds several tiny white objects on Nathan's hair, about an inch from the scalp. The nurse does not see any evidence of nits closer to the head, nor does she find any live lice. Per school policy, the nurse immediately calls his parents and requests they come to pick him up. His belongings are brought to the nurse's office. When his parents arrive, the nurse explains there is evidence that Nathan might have lice, and that he needs to be treated. She also explains the "no-nit" policy, meaning all nits must be removed from his hair before he returns to school. The nurse describes a treatment program that includes washing all the linen in the house, washing all of Nathan's clothing, putting all items that cannot be washed, such as stuffed animals, in a plastic bag for 10 days, and spraying an aerosol pediculicide or vacuuming all hard and soft household surfaces. The nurse also recommends the student and all members of the family be treated with a pediculicide. As an alternative, the nurse suggests a regime that includes either a mayonnaisse treatment or a commercial lice removal service. The nurse proceeds to check the heads of all the students in Nathan's classroom and sends a letter home to notify the parents of Nathan's classmates of a case of lice in the classroom. Nathan's

The treatment of *Pediculosis capitis*, or head lice, is fraught with misinformation, myths, and mismanagement. Common myths include the need to exclude children from school, the need to remove all visible nits ("no-nit" policies), the need for massive environmental cleaning, that head lice live for long periods of time, and that schools are a common location for lice transmission. Head lice are a common childhood nuisance, causing embarrassment and emotional trauma in both children and families. This article explores and challenges the commonly held beliefs about the identification, management, and treatment of *Pediculosis* by presenting current recommended evidence-based practice. It also challenges pediatric nurses, and school nurses in particular, in alignment with the National Association of School Nurses (NASN) Position Statement on *Pediculosis* Management in the School Setting, to act as change agents for reasonable and effective school policies and practices.

teacher asks the nurse to check her head and to sanitize headphones in her classroom.

The problem with the scenario described above is that *not one* of the health care provider interventions is evidence-based best practice. Many school nurses across the county have successfully advocated their school boards to update their treatment of *Pediculosis* to reflect the current state of knowledge. Unfortunately, the scenario above is still all too common. This article will evaluate common head lice myths or traditional practices and present current evidence-based *Pediculosis* practice.

For the school community, *Pediculosis capitis*, or head lice, is a time consuming, seemingly never-ending problem. School children (presumed to be) with lice have been estimated to lose an average of four days of school per year in schools where "no-nit" policies are enforced (Gordon, 2009). This represents not only a loss of the opportunity for learning, but a loss of funding for schools and loss of parent work days as well. Nationwide, it has been estimated that schools lose between \$280 to \$325 million in annual funding, and families lose up to of \$2,720 in wages per active infestation (Gordon, 2009).

Myth #1. Lice Are Easy To Get; They Are Easily Passed via Hats, Helmets, Or Hair Care Items; And Can Jump or Fly From One Person to Another

A head louse is a wingless insect with six legs; therefore, it cannot jump, fly, or even crawl long distances (Centers for Disease Control and Prevention [CDC], 2013a). Lice possess pincher-like grasping structures that allow them to hold on to the hair shaft quite tenaciously. Bathing, shampooing, or simple daily hair brushing cannot easily dislodge them (see Figure 1). The pincher actually adapts to hair shafts. In the U.S., the most common form of head lice species has adapted to the round Caucasian hair shaft (Frankowski & Bocchini, 2010). Lice are much less common among the oval-shaped hair shaft of the African-American child. A louse is mostly readily transmitted via head-to-head contact.

There is a very small theoretical possibility that hair care items may assist in the transmission of lice, although these insects are likely to be dead or injured. Therefore, it is pru-

Deborah J. Pontius, MSN, RN, NCSN, is Health Services Coordinator, Pershing County School District, Lovelock, NV, and Past Board Member and Executive Committee Member, National Association of School Nurses, Silver Spring, MD.

dent to recommend not sharing hairbrushes, combs, or hair retainers, such as “scrunchies” or ponytail holders. Slick helmets (e.g., bicycle helmets, football helmets, or baseball hats) pose no risk of transmission (Burgess, Pollack, & Taplin, 2003; CDC, 2013a; Frankowski & Bocchini, 2010; Pontius, 2011). Although bed linen may be a source of transmission, one study found live head lice on only 4% of the pillow cases used by an infested person (Speare, Cahill, & Thomas, 2003). Sharing beds is noted to be a significant risk factor for transmission. The extended time with heads being close to each other when bed sharing presents an opportunity for adult lice to crawl from one head to another (Burgess et al., 2003; Frankowski & Bocchini, 2010; Meinking & Taplin, 2011).

Symptoms of lice include tickling sensations, difficulty sleeping, sores on the head from scratching, and itching. Pruritus is caused by sensitization to components of the louse's saliva. With a first case, itching may not develop for three to six weeks, but with repeated cases, the pruritus develops much more quickly (Frankowski & Bocchini, 2010).

Myth #2. You Can Get Lice From Your Dog, Guinea Pig, or Other Animal

Human head lice (*Pediculus humanus capitis*) are small parasitic insects that live on the scalp and neck hairs of human hosts. Although there are a number of other types of mammalian lice, they are all species-specific. Only humans can spread human lice. Humans can only acquire human lice (CDC, 2013a).

Myth #3. Head Lice Breed In Furniture, Carpets and Other Household Objects; You Must Treat the House To Eliminate Lice

People are infested with head lice, not things or places. A louse's entire existence is dependent upon the human host, and without this host, lice typically die within 24 hours (Meinking & Taplin, 2011). Eggs remain viable a bit longer, but as soon as hatched, they must feed on the human host, or they will die within hours. According to Richard Pollack, PhD, noted expert on para-

Figure 1.
Gripping “Claw” of the Head Louse



Source: CDC Public Health Image Library, 2014.

sitology and entomology, “I’ve seen nothing of an objective nature to suggest that fomites play any significant role in the transmission of head lice” (Burgess et al., 2003, p. 4).

If a child is determined to have a lice infestation, only items that have been in contact with the head of the person with the lice in the previous 24 to 48 hours prior to treatment should be considered for cleaning (Frankowski & Bocchini, 2010). This may include items of clothing worn near the head and possibly carpeting or rugs if the child was lying on them. Washing, soaking, or drying items at temperatures greater than 130° F will kill stray lice or nits. Cloth or carpeted items may be vacuumed. Although the risk is low, it is prudent to not share combs, brushes, or other hair care items. Pediculicide spray in the home is *not* necessary and should *not* be used. It provides unnecessary exposure to pediculicides to both infested and uninfested persons in the household, and can be dangerous to infants (CDC, 2013a; Frankowski & Bocchini, 2010). The American Academy of Pediatrics (AAP) finds no benefit in “herculean cleaning measures” (Frankowski & Bocchini, 2010, p. 398).

Myth #4. Poor Hygiene And Low Income Are Associated with Head Lice

Head lice often infest people with good hygiene and grooming habits (CDC, 2013a). There is some evidence that *more* lice will be found on the head that is shampooed or brushed less often (Frankowski & Bocchini, 2010). However, regular hair hygiene will not eliminate nor prevent head lice, but may remove lice that are probably dead or dying (Pollack, Kiszewski, & Spielman, 2000). All socioeconomic groups are affected, and infestations are seen throughout

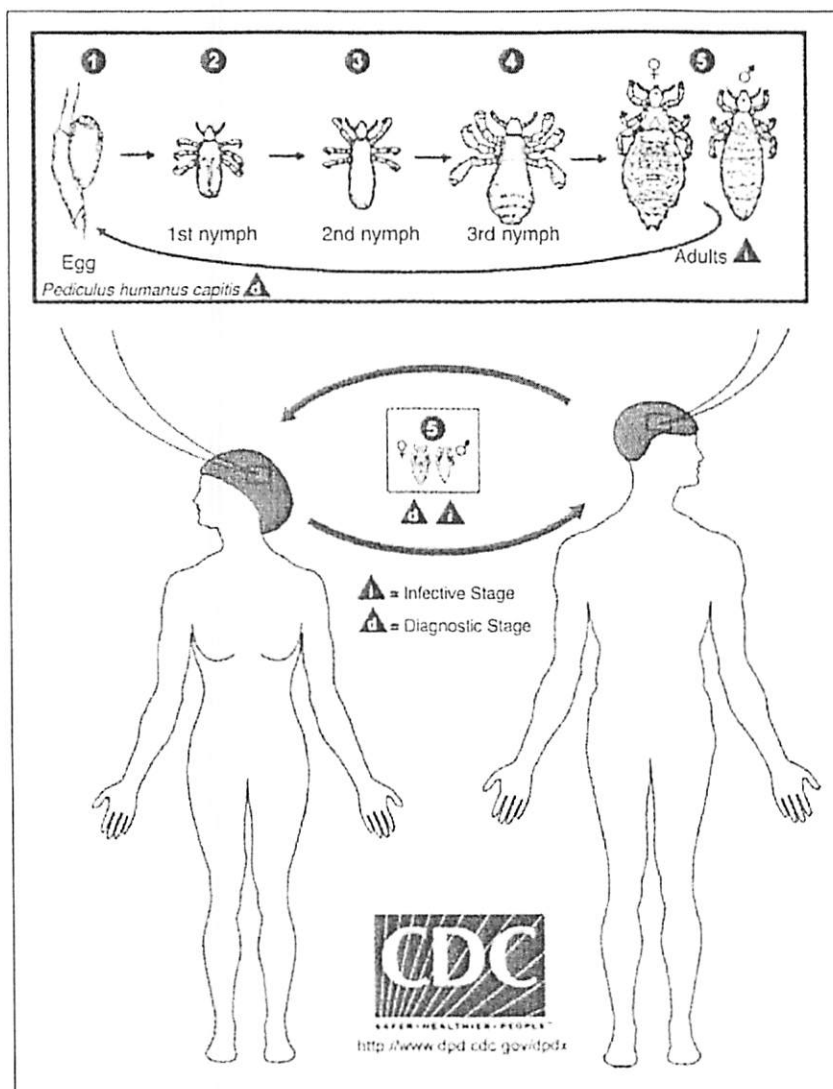
the world. In the U.S., children in preschool and primary grades are affected more often, as are their caregivers and housemates. This is due to the opportunity for close, head-to-head contact (Burgess et al., 2003).

Myth #5. The Presence Of Nits/Eggs Indicates An Active Case of Lice

The three stages of the louse life cycle are egg/nit, nymph, and adult, and altogether, the life cycle lasts approximately 45 days (CDC, 2013a) (see Figure 2). The adult female louse lays up to 8 to 10 brown to yellowish colored eggs per day, which are cemented to the base of the hair shaft, most commonly found behind the ears or at the nape of the neck (see Figure 3). The color of the eggs may vary to match the color of the hair, making them very difficult to discover (Frankowski & Bocchini, 2010; Meinking & Taplin, 2011). Because of the cement-like attachment, they cannot “fall” off. Nymphs hatch in about one week, leaving behind a white-colored shell or nit. The nymph stage is also about one week in length, going through three molts to achieve adulthood (see Figure 4). The adult is the size of a sesame seed, is brown to gray or whitish in color, and will live for as many as 30 days (CDC, 2013a). Although some authorities refer to the “nit” as the non-viable shell only because it is difficult to ascertain true viability of a nit without microscopic examination, this article will use the more commonly ascribed definition of nit to include both viable eggs and hatched egg shells.

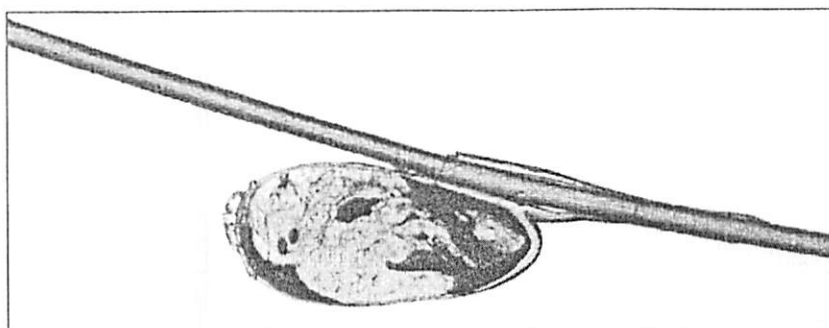
The presence of a live louse is considered the gold standard for an active infestation, not the mere presence of nits (Pollack et al., 2000; Meinking & Taplin, 2011). A viable nit is one that is closer than six millimeters (mm) to the scalp (CDC,

Figure 2.
Lifecycle of the Louse



Source: CDC, 2013c.

Figure 3.
Viable Nit



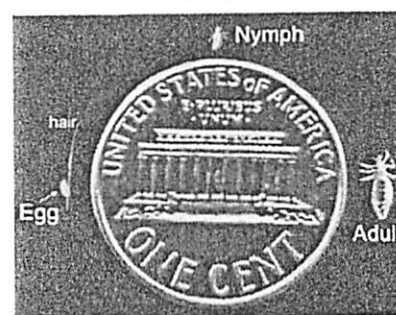
Source: CDC Public Health Image Library, 2014.

2013a). Considering that nits do not move after being laid, that nits hatch in approximately seven days, and that hair grows an average of 13 mm (Caucasian) to 10 mm (African American) per month (Loussouarn, Rawadi, & Genain, 2005), and generously doubling the viability estimate (as it can be longer in warmer climates (Meinking & Taplin, 2011), most experts concur that nits found farther than one-fourth to one-half inches (6 to 12mm) from the scalp are non-viable (Frankowski & Bocchini, 2010; Mumcuoglu et al., 2007; National Association of School Nurses (NASN), 2011; Pollack et al., 2000). Lice are more common among girls, which may be due to longer hair hiding the infestation or a greater likelihood of playing with heads closer together (Burgess et al., 2003; Frankowski & Bocchini, 2010). By the time a case of lice is found, the child has generally had them for a month or more (Frankowski & Bocchini).

Myth #6. No-Nit Policies Reduce the Transmission Of Head Lice in Schools

Over the past decade, there have been important recommended changes in the management of head lice in schools: *No student should ever miss school time because of head lice, and no-nit policies should be eliminated* (CDC, 2013a; Frankowski & Bocchini, 2010; Mumcuoglu et al., 2007; NASN, 2011). Many schools have traditionally had "no-nit" policies, which require the removal of all nits, viable or not, before a child returns to school. To school personnel unfamiliar with the life cycle of the louse, school exclusion for an infestation or for the evi-

Figure 4.
Comparison of Egg, Nymph, and Adult



Source: CDC Public Health Image Library, 2014.

dence of nits seems logical. Their rationale may be that by excluding those who have head lice, others will not catch it. However, there is no evidence that these policies reduce the transmission of head lice in schools. Moreover, there is significant evidence they increase absenteeism, shame, stigma, and unnecessary treatment.

The Cost of "No-Nit" Policies

It has been estimated that school children with lice lose an average of four days of school per year in schools where "no-nit" policies are enforced (Gordon, 2009). The loss of the opportunity for learning, funding for schools, and parent/guardian work days result. Our nation's schools lose between \$280 to \$325 million in annual funding, and families lose up to \$2,720 in wages per active infestation (Gordon, 2009). One study found that while the presence of more than five nits closer than one-quarter inch from the scalp was a risk factor for the development of an active infestation, most of these children did not actually become infested (Williams, Reichert, MacKenzie, Hightower, & Blake, 2001). Just the presence of nits does not indicate the presence of an active case of lice, especially if the nits are more than approximately one half inch (1 cm) from the scalp.

Even viable nits do not transmit lice. Eggs cannot be transmitted from one head to another, nor can they fall off the hair shaft. Even if hair with a viable nit falls off, it will not hatch at temperatures lower than the human head (Meinking & Taplin, 2011). Should environmental temperatures stay warm enough that the nymph actually hatches off the head, as an obligate ectoparasite and blood feeder, it must find a human host or rapidly succumb within 24 to 48 hours (Frankowski & Bocchini, 2010). There is no medical need to eliminate empty egg cases, but removal for esthetic reasons may reduce stigma (Burgess et al., 2003; Gordon, 2007). Additionally, the evidence shows both lay and health care personnel, even school nurses (who generally spend the most time of any health care professional assessing for lice) actually identify hair casts, hair product debris, dandruff, and other items found in the hair erroneously as lice or nits equally as often as they do so correctly (Pollack et al., 2000).

Exclusion for Live Lice

It also is no longer recommended to exclude children *immediately* for live lice or viable nits, but rather, to wait to notify parents/guardians at the end of the day. In most situations, the child has probably had lice for a month or more and possesses little risk to others (CDC, 2013a; Frankowski & Bocchini, 2010; Mumcuoglu et al., 2007). Any exposure to his or her classmates has already occurred, and immediate exclusion provides no further prevention. No exclusion from any activities is necessary, including riding the school bus or participating in sports.

Shame and Stigma

When a child is called to the nurse's office and does not return, and then a note goes home at the end of the day to check children for possible lice, it only takes a few questions from parents/guardians to determine which of their child's classmates has lice. For the child with persistent lice, the shame and stigma can be devastating not only to the child, but to the family as well. Children may be told they cannot play, sit by, or even be friends with the child who had/has lice. Head lice are not a health threat. Unlike body lice, head lice cause no known disease other than the occasional topical infection from persistent scratching, yet can cause a child to be socially ostracized (Gordon, 2007).

The Call for the Discontinuance

The following groups all call for elimination of "no-nit" policies:

- American Pediatrics Association (AAP) (Frankowski & Bocchini, 2010).
- Centers for Disease Control and Prevention (CDC, 2013a).
- International Guidelines for the Treatment of Pediculosis (Mumcuoglu et al., 2007).
- National Association of School Nurses (NASN, 2011).

According to D. Taplin, "If no nit policies were that effective, why do we still have so many head lice?" (Burgess et al., 2003, p. 11). However, eliminating "no nit" policies does not mean eliminating a need to treat the infestation. Whether by chemical or mechanical means, treatment to eliminate the head lice remains a high priority. Although not dangerous, infestation may be uncomfortable and should be managed.

Myth #7. Schools Are a Common Place for Lice Transmission

Surprisingly, schools rarely provide an opportunity for close head-to-head contact, except for very young children, such as preschool and kindergarten students. For that reason, schools are rarely a source for lice transmission. Head lice are most often a community health issue brought into the school setting. Speare, Thomas, and Cahill (2002) found that while 14,000 live lice were found on the heads of 466 children, no lice were found on the carpets of 118 classrooms. Hootman (2002) mapped classrooms of infested students, and found all students in the same classroom with lice shared time together outside of school with relatives, or household members, or had participated in a recent sleepover. Clothing stored next to each other, classroom headphones, riding on the bus together, and playing on the playground or in sports are also *not* sources of transmission (Burgess et al., 2003). The evidence indicates 1% to 10% of U.S. children (in kindergarten to fourth grade) have an infestation of head lice at any one time (Pollock et al., 2000). It is estimated that 10% of those may actually be transmitted in school. It does not make sense to exclude children when the likelihood of transmission in school is only 1%, far less than the common cold.

Schools often see a spike in cases after a school break, such as the beginning of the school year, after Christmas, and again after spring break. This is often falsely attributed to a return to the school environment, but is actually due to *being in the community* for an extended period of time (Gordon, 2007). These break times are commonly when children have sleepovers, go to camp, or visit relatives. They then return to school, and the teacher or school nurse who is familiar with the symptoms identifies the infestation. The school, rather than being the proximate cause of infestation, is the location of its identification.

Current recommendations include notifying parents at the *end* of the school day and providing education on the proper treatment. The child should be checked again the next school day. Should the parents be unable to provide necessary follow

through, further follow up, which may include financial assistance with pediculicides, additional education and how to check and comb out lice and viable eggs, referral for prescription treatment, or as a rare, very last resort, exclusion for non-compliance, may be appropriate (Frankowski & Bocchini, 2010; Pontius, 2011). A child should never lose a day at school because of lice.

Myth #8. Classroom Checks Can Limit Spread Of Head Lice in Schools

It is the position of NASN, the CDC, and AAP that school screenings, either routine or after an identified classroom case, are not productive, cost-effective, or merited, and are wasteful of education time (CDC, 2013a; Frankowski & Bocchini, 2010; NASN, 2011). School screenings are not an accurate way of assessing or predicting which children are or will become infested, and such screenings have not been proven to have a significant effect on the incidence of head lice in a school (Frankowski & Bocchini, 2010; Meinking & Taplin, 2011). One study found that misdiagnosis is so common that non-infested children were excluded from school more often than actually infested children (Pollack et al., 2000). Anecdotal, prior to the elimination of "no-nit" policies and classroom screening in her district, the author had conducted classroom screens whenever one student was found to have head lice. During eight years of such screenings, no further cases of lice were ever found that could not be attributed to close contact outside of school.

Screenings also have significant potential to violate the children's privacy. In schools, parents or guardians have a right to control access to their child's body. This could be violated by routinely screening students without parent/guardian permission. The National Pediculosis Association, a lay pediculosis interest group, continues to recommend the strict adherence to "no-nit" policies via nit combing and routine screenings as a way to eliminate the need any pediculicides. There is no published, reviewed evidence to support these claims (R. Pollack, personal communication, May 21, 2014).

It is prudent, however, to check close contacts of a child found to have

head lice (Frankowski & Bocchini, 2010). A close contact includes all members of the household; those who have recently spent the night; family members who travel between households in blended families; children who spend large amounts of time outside of school with each other, such as day care, camp, or at babysitters; and preschool and kindergarten children who both sit near each other and play often together.

Myth #9. Letters to Parents Or Guardians When a Case Is Identified at School Are A Good Way to Control The Spread of Head Lice

There is no evidence to support the claim that letters sent home prevent head lice transmission, and they may, in fact, be a violation of privacy and confidentiality (American School Health Association [ASHA], 2000; Frankowski & Bocchini, 2010). There is no known method to prevent lice (other than by shaving the scalp hair). Sending home a letter may, as it should, cause parents to check their students to see if they are currently infested. However, this may also create a false sense of security because parents may believe their child is lice-free. There may be undetected, unhatched viable nits or one pregnant louse in the hair, or the child may spend the next night with friend who unknowingly has an infestation. Some parents/guardians will treat prophylactically, causing unnecessary use of pediculicides or time-consuming combing and environmental cleaning. Sending letters home often results in panic and emotional distress among caregivers. Letters home not only provoke a crisis situation and unjustified panic, but they perpetuate the myth that lice are transmitted in schools (Mumcuoglu et al., 2007). However, some schools continue to send alert letters because while they may understand head lice are not a public health risk, they are concerned about a public relations dilemma and community backlash (Frankowski & Bocchini, 2010).

Confidentiality Violations

Parents or guardians often insist they have a right to know when a case of head lice is discovered in a classroom. Parents have also insisted they have a right to know when a child has

HIV or other communicable condition in school. However, they do not have a legal right to such information. Although no school would send home a letter with a specific child's name in it, families can easily determine which child is suspected to have lice. This right to confidentiality in schools is protected by the Family Educational Rights and Privacy Act (FERPA), and by state and national ethical health care and education standards.

The Family Educational Rights and Privacy Act

FERPA requires that medical and educational records cannot, without parental/guardian consent, be released to others without a legitimate educational interest. This is regardless of whether the information is written, oral, or electronic (ASHA, 2000; Bergren, 2001). Even without disclosing the actual name, if another person can easily determine the identity of a child, then student privacy and confidentiality has been violated. For example, if the nurse were discussing an issue at school about a child in a wheelchair and only one child is in a wheelchair at school, enough information has been provided to identify that child and breach his or her privacy, without ever mentioning a name. In a pediculosis situation, if after parents receive a lice alert letter they ask their own child who went home from school today and their child knows the answer, a similar breach has occurred.

National Ethical Standards And State Laws

Both the professions of education and nursing have developed codes of ethics that stipulate not disclosing information about students obtained within the course of professional service. For example, provision #3 in the American Nurses Association (ANA) Code of Ethics states "the nurse promotes, advocates for and strives to protect the health, safety and rights of a patient, which includes both privacy and confidentiality" (ANA, 2001, p. 6). Failure to uphold national professional standards can leave the nurse open to charges of malpractice.

Harm vs. Duty to Warn

According to ASHA (2000), when contemplating a disclosure of confidential health information even if by default, two ethical criteria must be met. The criteria and related consider-

ations as they pertain to head lice include:

Ethical Criteria 1: *Do no harm.* Consider the following:

- *Can the truth of the information be confirmed?* The literature reveals how frequently health care professionals error in the identification of head lice. True confirmation must be made by microscopy.
- *How much will the individual and his or her family's privacy be violated by this disclosure? Will it harm them?* Stigma, embarrassment, and social humiliation are common for those with head lice.
- *Will a decision to disclose do MORE harm than good to the individual with head lice?* Head lice are annoying, but they are not life threatening. Stigma, however, can change lives forever.

Ethical Criteria 2: *Duty to warn.* Consider the following:

- These circumstances are limited to very few situations when the potential for harm is high.
- Examples include child abuse, self-injury, or possible life-threatening or serious harm to another person.

Because head lice are not dangerous and do not cause disease, an infestation does not rise to the level of "duty to warn." Further, because disclosure, however inadvertent, may cause great harm to the family with head lice through social stigma, the right to privacy and confidentiality must be upheld for the student and family experiencing lice. Parents/guardians are better served rather than receiving alert letters, receiving regularly scheduled head lice information letters several times during the year (most appropriately at the times when children are returning from the community after school breaks). Suggested contents include reminders to regularly check their children's hair (weekly for elementary age students) for any evidence of head lice, how to check, and treatment instructions (Gordon, 2009).

Myth #10. If One Member Of the Household Has Lice, Everyone Should Be Treated

Treatment should be initiated only when there is clear evidence of head lice. When lice are identified in

one family member, all household members and close contacts should be examined. Treat only those contacts that actually have crawling lice or viable eggs. Prophylactic treatment is unnecessary and time-consuming, and exposes persons to medications unnecessarily. All persons with head lice should be treated at the same time, otherwise they could re-infest each other (CDC, 2013a).

Myth #11. Pediculicides Are Dangerous and Should Be Avoided

Treatment choices for lice should be based on any local patterns of resistance, ease of use, and cost. Figure 5 describes a suggested treatment regimen. If the hair is fine and untangled, and the caregiver is motivated, using a fine-toothed comb and methodically combing through all hair on the head, both to examine the head for live lice, and to remove the viable nits and the lice, can be effective. This process must be repeated every few days for at least two weeks, to eliminate each new louse as it hatches. Because this is so time-consuming, and most families want the problem solved immediately, use of Federal Drug Administration (FDA)-approved pediculicides, which are safe when used as directed, can be used as an adjunct or to replace combing (Burgess et al., 2003; CDC, 2013a). The safety and effectiveness of home or "natural" remedies, such as olive oil, tea-tree oil, lavender oil, or mayonnaise, are not regulated by the FDA and have not been shown to be effective in any known double-blind studies, and are therefore not recommended (Frankowski & Bocchini, 2010).

Pediculicides

Over-the-counter (OTC) preparations or permethrin (e.g., Nix[®]) and pyrethrins (e.g., RID[®], Clear[®], Pronto[®]) remain as the first line choice for pediculicidal treatment. Even in light of some developing resistance to pyrethrins, they remain very effective. They are inexpensive and have extremely low toxicity. Pyrethrins are a natural chrysanthemum extract, and permethrin is a synthetic pyrethroid. Both are neurotoxic to lice (Frankowski & Bocchini, 2010).

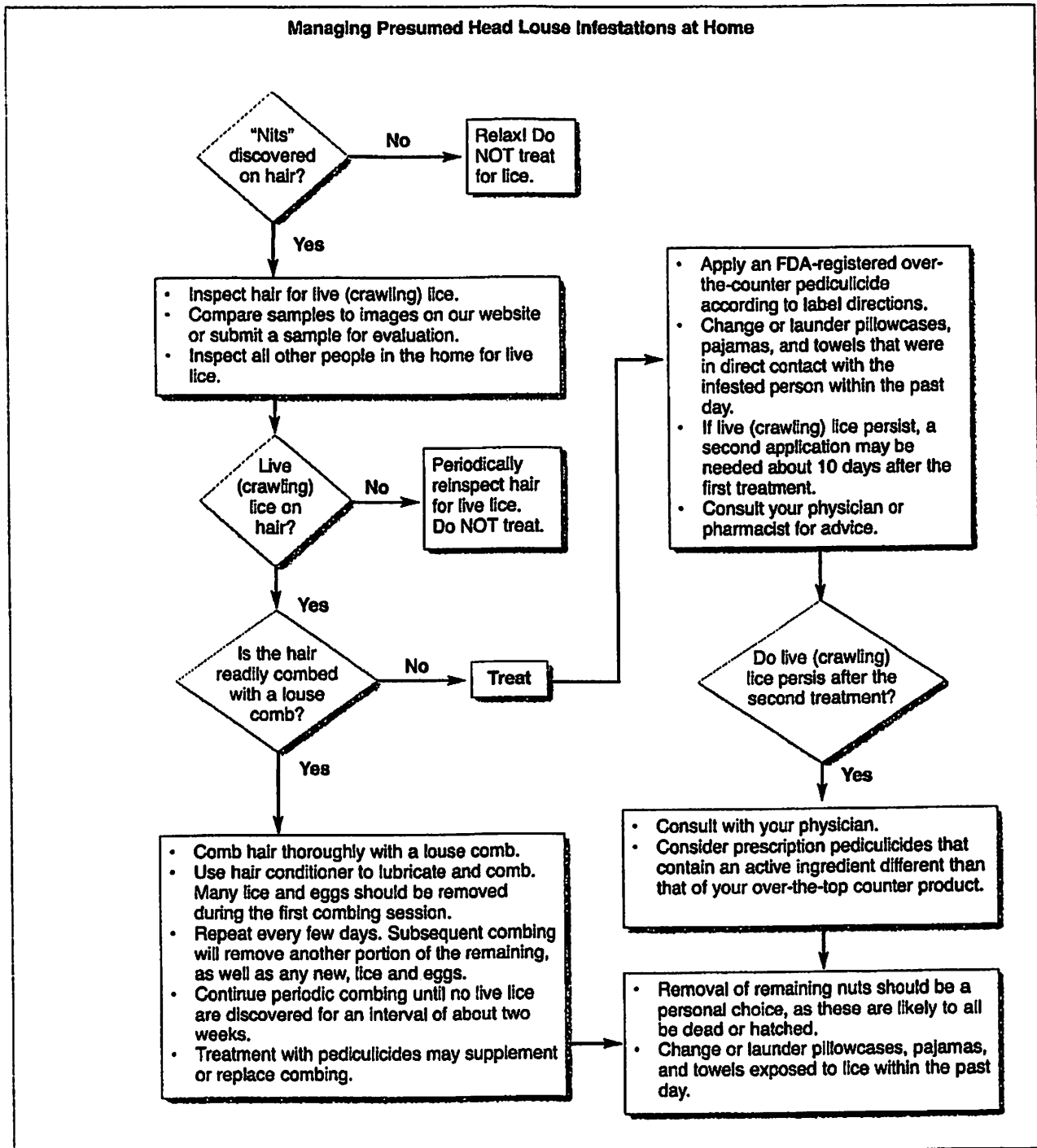
Evidence has shown that many families rely on peers, and increasingly, the Internet, for their treatment

information. In addition, families will self-treat an average of five times before seeking the help of a health care professional (Gordon, 2009). The cost of seeing a health care provider, plus the additional cost of a prescription medication and the stigma associated with head lice, are often the reasons many families will initially seek alternative information and treatments. Experts recommend referral to a health care provider after two treatment failures (Burgess et al., 2003). According to the treatment protocol recommended by the American Academy of Pediatrics (2012), "For treatment failures not attributable to improper use of an over-the-counter pediculicide, malathion, benzyl alcohol lotion, or spinosad suspension should be used" (p. 4). Several prescription medications exist, with three new medications receiving FDA approval in the last five years (see Table 1). Each of these pediculicides must be used according to the directions. Some require a second treatment to ensure eradication of newly hatched nymphs. Others require an extended time on the head. The school nurse can help assure treatment success by making sure explanations of options and instructions for use are clear and understood by the caregiver. Finally, there is some evidence that a device that uses hot air to desiccate the insects may be effective (Frankowski & Bocchini, 2010). However, the device is expensive and not readily available.

Lice Removal Services

Delousing/nit picking services have expanded across the county in the last decade. These primarily for-profit businesses espouse to provide relief for families who are either unable or unwilling to do mechanical lice and egg removal, and/or prefer not to use pediculicides. However, unlike barbers and beauticians who also manipulate hair, such businesses are unregulated. Workers are not health care professionals and are generally trained by the establishment (Pollack, 2012). Noted lice expert Richard Pollack (personal communication, May 21, 2014) is unconvinced of the need for such services, and believes when the nature of the business is to sell head lice control services and proprietary supplies, it is not surprising to see these salons aggressively arguing in favor of no-nit policies, and perhaps suggesting that "out-

Figure 5.
Suggested Scheme for Head Louse Infestations



Source: © 2010 IdentifyUS, LLC. Used with permission. Retrieved from <https://identify.us.com/identifybug/head-lice/head-lice-documents/lice-mgmt-chart-home.pdf>

Table 1.
Medications

	Age	Notes
Over-the-Counter Medications		
Permethrin lotion, 1%	2 months and older	<ul style="list-style-type: none"> Kills live lice but not unhatched eggs. A second treatment often is necessary on day 9 to kill any newly hatched lice before they can produce new eggs.
Pyrethrins	2 years and older	<ul style="list-style-type: none"> Generally should not be used by persons who are allergic to chrysanthemums or ragweed. A second treatment is recommended 9 to 10 days after the first treatment to kill any newly hatched lice before they can produce new eggs.
Prescription Medications		
Benzyl alcohol lotion (0.5%)	6 months and older	<ul style="list-style-type: none"> Kills lice but not eggs. A second treatment is needed 7 days after the first treatment to kill any newly hatched lice before they can produce new eggs.
Ivermectin lotion, 0.5%	6 months and older	<ul style="list-style-type: none"> Kills live lice and appears to prevent nymphs (newly hatched lice) from surviving. It is effective in most patients when given as a single application on dry hair without nit combing. It should not be used for retreatment without talking to a health care provider.
Malathion lotion, 0.5%	6 years and older	<ul style="list-style-type: none"> Kills live lice and some lice eggs. A second treatment is recommended if live lice still are present 7 to 9 days after treatment.
Spinosad 0.9% topical suspension	4 years and older	<ul style="list-style-type: none"> Kills live lice and unhatched eggs. Retreatment usually not needed and should be given only if live (crawling) lice are seen 7 days after first treatment.

Source: Adapted from CDC, 2013b.

breaks" or "epidemics" of head lice are occurring. The cost can be quite expensive, with a session costing several hundred dollars or more. There is no evidence to support recommending these services.

Myth #12. Head Lice Are Becoming Increasingly Resistant to Pediculicides

Several studies have reported some increase in local resistance to OTC pediculicides in the last 20 years, receiving prominent lay press coverage. However, the prevalence of actual resistance is unknown because clinical trials have used different inclusion criteria, resulting in different conclusions (Frankowski & Bocchini, 2010; Pollack et al., 2000). Most recently, Yoon et al. (2014) found by DNA typ-

ing of lice in several locations in the U.S. and Canada, the rate of T1 mutation (the gene mutation most responsible for permethrin resistance) varied between 84.4% and 99%. While this suggests increasing resistance to permethrin and pyrethrins-based pediculicides, one must be careful in extrapolating these results because their study examined a small number of lice from only 12 U.S. states and studied the potential for resistance, rather than a clinical measurement of actual resistance. What matters most is the degree to which head lice have become resistant in each community (Burgess et al., 2003). Studies on resistance and efficacy are ongoing.

Resistance is often branded as the proximate cause of treatment failure when head lice are not eradicated by a pediculicide. However, these treat-

ment failures are more commonly the result of:

- Misdiagnosis (no active infestation, or misidentification).
- Non-compliance (not following treatment protocol).
- New infestation (lice acquired after treatment).
- Lack of ovicidal (egg-killing) or residual properties of the product (Burgess et al., 2003; Frankowski & Bocchini, 2010).

Pollack et al. (2000) found the most common reason for a conclusion of "resistance" was actually misdiagnosis; therefore, it could not be effectively treated with a pediculicide. Of the 555 samples sent in and initially identified as head lice, only 57.5% were correctly diagnosed and confirmed as such by an entomologist. Family identifications were only 47% correct, and physicians had the worst identification rate at 11% correct. The health care provider should consider resistance *after* assuring oneself the above factors have not contributed to the treatment failure.

Nurses as Change Agents

Pediatric nurses working both in and out of schools can lead the charge to help schools design evidence-based policies that respect the privacy and confidentiality of students yet promote successful treatment of infestations. NASN, in its position statement regarding pediculosis (NASN, 2011), described that school nurses are the key health care professionals in the provision of education and anticipatory guidance in all aspects of the management of pediculosis in the school setting. Additionally, school nurses play an important role in helping local pharmacists, health care providers, and community health districts in updating their knowledge of current state of pediculosis science. Providing education to reduce the stigma of lice, clarify myths, and provide accurate information about effective treatment options, as well as appropriate referrals to health care providers, is important nursing care. Table 2 gives an example of a parent-teaching tool, designed by the author using the principles of health literacy to effectively dispute the common myths of lice management. NASN provides free, professionally produced, evidence-based parent and nurse educational tools in their *Lice Lessons* program (visit <http://www.nasn.org> for more information).

Table 2.
Lice 101: Myths and Realities about Head Lice

Definitions	
Lice: More than one louse.	Nit: Eggs, dead or alive, of a louse
Louse: Small insect that lives on the scalp.	Parasite: Lives off another, in this case the blood of humans.
Pediculosis: Having an infestation of lice.	Infestation: Having an insect present, in this case, in your head.
Myths	Truths
Head lice are easy to get.	Lice are spread only mainly by head-to-head contact. They are much harder to get than a cold, flu, ear infection, pink eye, strep throat, food poisoning, or impetigo.
You can get lice from your dog, guinea pig, or other animal.	Lice are species-specific. You can only get human lice from another human. You cannot get another animal's lice.
You can get head lice from hats and helmets.	Rarely, but possible. Hairbrushes, pillows, and sheets are also uncommon modes of transmission.
School is a common place for lice transmission.	School is an unlikely source of transmission. Much more common are family members, overnight guests, and playmates who spent a large amount of time together.
Poor hygiene contributes to lice.	Hygiene makes absolutely no difference. You get lice by close personal head-to-head contact with someone else that has lice, not by being dirty.
Lice can jump or fly from one person to another.	Lice can only crawl. They can neither fly nor jump. They must crawl from one person to another.
Any nits left in the hair can cause lice to come back.	Any nits farther away than one quarter to one half on the hair shaft are ALREADY HATCHED and pose no risk to others.
Eggs or nits can fall out of the hair, hatch, and cause lice in another person.	Nits are cemented to the hair and very hard to remove. They cannot fall off. Newly hatched lice must find a head quickly or will die.
Lice can live a long time.	Lice live only 1 to 2 days off the head. Each louse only lives about 30 days on the head.
All members of a family should be treated if one person has lice.	Only the person with lice should be treated. Lice shampoos are INSECTICIDES and can be dangerous if used incorrectly or too frequently. Household members and close contacts should be checked, but only treat those who actually have lice. The house should NOT be sprayed with insecticide, nor used on clothing or other items.
Checking a classroom when one student has lice can prevent lice from spreading.	Classroom transmission is EXCEEDINGLY RARE and checking students is a waste of valuable teaching time. Checking family members and close playmates is much more appropriate.
Avoiding lice is important as they spread disease.	Head lice do not spread any known disease. They are annoying and irritating, but not dangerous.

Even in light of evidence to the contrary, the lay public, including teachers and school administrators, often remain unconvinced of the need to remove "no-nit" policies and will be unmotivated to do so on their own. Further, some experts believe the only hope for true success is to focus on the children. "Teach them to think, to evaluate conflicting bits of information and to form logical and rational conclusions, and to be compassionate and caring" (R. Pollack, personal communication, May 21, 2014) to help children develop a new reality about head lice. Armed with the evidence,

school nurses are the perfect change agent to promote policy improvement to match what the evidence shows about the transmission and treatment of pediculosis. Not only can nurses provide education with every interpersonal encounter, they can lobby their school board. Following the examples set by leaders in school districts such as Oakland Unified, the author did just that (see Figure 6). Because many health care professionals are unaware of the realities of lice and newer lice treatments regimes, school nurses, as well as pediatric nurses in general, are in the ideal position to lead the charge!

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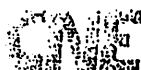


Figure 6.
Real Life Application

Using the evidence presented here, the author's district now allows both nits and live lice, does not send home specific alert letters, informs and educates parents/guardians at the end of the school day, and most importantly, provides copious teaching to families and children. In the four years hence, there has been no increase in infestation incidence, and although there is the occasional upset parent, overall the community has accepted these policies.

Source: Pontius, 2011.

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Instructions For Continuing Nursing Education Contact Hours

**Demystifying Pediculosis:
School Nurses Taking the Lead**

Deadline for Submission:
October 31, 2016

PED 1407

To Obtain CNE Contact Hours

1. For those wishing to obtain CNE contact hours, you must read the article and complete the evaluation through *Pediatric Nursing's Web* site at www.pediatricnursing.net/ce
2. Evaluations must be completed online by the above deadline. Upon completion of the evaluation, your CNE certificate for 1.3 contact hour(s) will be mailed to you.

Fees – Subscriber: Free Regular: \$20

Goal

To provide an overview of head lice and demystify the common misperceptions surrounding it.

Objectives

1. Define *Pediculosis capitis*.
2. List the common myths about head lice and nits.
3. Explain the implications these myths have on school children and their families.
4. Discuss ways school nurses may educate their community and schools about lice and nits, and thus, discourage the enforcement of "no-nit" policies.

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The *Pediatric Nursing* Editorial Board members reported no actual or potential conflict of interest in relation to this continuing nursing education activity.

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HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

2016-2017 School Committee Meeting Calendar

Buker Multipurpose Room, 7:00 PM unless otherwise noted

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

Date	Agenda Items	Documents	Notes
August 4	<ul style="list-style-type: none">• Summer Retreat• Review 2015-2016 Goals• Draft 2016-2017 Goals	<ul style="list-style-type: none">•	
September 1	<ul style="list-style-type: none">• Finalize SC Goals for 2016-2017• Review SC Meeting Calendar for 2016-2017• Superintendent's Review• Negotiations Sub-Committee• Policy Review		
September 15	<ul style="list-style-type: none">• Professional Teacher Status Recognition @ 6:30• Report on summer programs• Report on Facilities, Technology and Finance summer work• Presentation of District Improvement Plan• Presentation of School and Program Improvement Plans• Final Review of SC Calendar		<ul style="list-style-type: none">• Leadership Team will Present School Improvement Plans

- Subcommittee Reports

October 6	<ul style="list-style-type: none"> • Presentation of Superintendent's Goals for 2016-2017 • Presentation of SEPAC Goals for 2016-2017 • Select Delegate and Alternate for MASC Conference • Review of 2017-2018 Academic Calendar • Policy Review 	
October 20	<ul style="list-style-type: none"> • Student Government Presentation • Presentation from Powers and Sullivan on FY2016 Audit. • YTD Financial Report • Vote on MASC Resolutions • Subcommittee Reports 	
November 2, 3, 4 & 5	MASC Conference	No SC Meeting on Nov. 3
November TBD	<ul style="list-style-type: none"> • <i>Joint Meeting with Hamilton and Wenham Finance Committees</i> 	
November 17	<ul style="list-style-type: none"> • Public Hearing Regarding School Choice • October 1 Enrollment Report • District Assessment Results Presentation • Sub-Committee Reports 	School Choice Vote needs to be taken prior to June 1 st . Need to advertise public hearing seven days prior.

- SC Vote on School Choice for FY18
- Vote Academic Calendar for 17-18

December 1	<ul style="list-style-type: none"> • Superintendent's Recommended FY18 Budget Presentation • Policy Review 	
December 15	<ul style="list-style-type: none"> • FY18 Budget Review • Adopt Tentative FY18 Budget • Warrant for SC Elections • Committee Reports 	Tentative Budget must be adopted at least 30 days prior to final budget adoption
January 5	<ul style="list-style-type: none"> • FY18 Budget Review • Policy Review 	
January 9	<ul style="list-style-type: none"> • <i>Mail Tentative Budget to Towns</i> • <i>Advertise Budget Hearing</i> 	<i>Ad for hearing must be posted in newspaper at least 7 days in advance.</i>
January 19	<ul style="list-style-type: none"> • FY18 Budget Public Hearing • FY18 Budget Review • Committee Reports 	Must be within 15 days of mailing Tentative Budget
January TBD	<ul style="list-style-type: none"> • <i>Joint Meeting with Hamilton and Wenham Finance Committees</i> 	
February 2	<ul style="list-style-type: none"> • Student Government Presentation • Policy Review • FY18 Budget Review • Adopt FY18 Budget 	Must be no later than 45 days prior to ATM (Feb 15 at the latest)
February 16	<ul style="list-style-type: none"> • Committee Reports 	• Leadership Team

May 31, 2016

- Report on District, SC and Superintendent Goal Progress for 2016-2017
- Mid-Year Financial Progress Report

Presents on Goal Progress.

March 2

- Policy Review
- Mid-Year Update from Student Services

March 16

- Committee Reports
- Update from Curriculum, Assessment and Instruction

April 1 (Tent.)

- **Annual Town Meetings**

**April 6
(Per Town Bylaws)**

- **Annual Town Elections**
- Student Government Presentation
- Policy Review

Last Meeting for current SC

No meeting on April 20 due to School Vacation Week.

May 4

- SC Reorganization – Election of Officers
- Review SC Sub Committee Appointments
- Vote to Set Last Day of School

May 18

- Set Subcommittees
-

June 8

- Retiree Reception 6:30 PM

May 31, 2016

-
- Recognition of Retirees
 - Develop School Committee Goals for 2017-2018
 - Set SC Goals for 2017-2018
 - Policy Review

June 22

- Committee Reports
 - SEPAC Annual Report
 - EOY Financial Forecast
 - Report on District, SC and Superintendent Goal Progress for 2016-2017
 - Leadership Team Presents EOY Report
-

School Committee Events

Monday, August 29, 2016	8:00 AM	Teacher and Staff First Day	HS Auditorium
Wednesday, December 21, 2016	1:00 PM	Holiday Gathering	HS Cafeteria
Thursday, June 1, 2017 (Tent.)	8:00 PM	Candlelight	HWRHS
Saturday, June 3, 2017 (Tent.)	10:00 AM	Graduation	HWRHS

Annual Town Meeting Dates

Event	Hamilton	Wenham
Fall Town Meeting	TBD	TBD
Fall Election	TBD	TBD
Spring Town Meeting	Saturday, April 1, 2017 (TENT)	Saturday, April 1, 2017 (TENT)
Spring Town Election	Thursday, April 13, 2017 (TENT)	Thursday, April 13, 2017 (TENT)

VOTE OF THE HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
SCHOOL COMMITTEE

I, the District Secretary of the Hamilton-Wenham Regional School District, Massachusetts (the "District"), certify that at a meeting of the Regional School District School Committee (the "Committee") held June 2, 2016, of which meeting all members of the Committee were duly notified and at which a quorum was present, the following votes were passed as indicated below, all of which appear upon the official record of the Committee in my custody:

Voted: to approve the sale of \$1,843,682 1.25 percent General Obligation Bond Anticipation Notes (the "Notes") of the District dated June 24, 2016 and payable October 20, 2016 to Eastern Bank at par and accrued interest, if any, plus a premium of \$2,411.95.

_____ yeas _____ nays

Further Voted: that in connection with the marketing and sale of the Notes, the preparation and distribution of a Notice of Sale and Preliminary Official Statement dated May 25, 2016, and a final Official Statement dated May 31, 2016, each in such form as may be approved by the District Treasurer, be and hereby are ratified, confirmed, approved and adopted.

_____ yeas _____ nays

Further Voted: that the District Treasurer and the Chairperson of the Committee be, and hereby are, authorized to execute and deliver a significant events disclosure undertaking in compliance with SEC Rule 15c2-12 in such form as may be approved by bond counsel to the District, which undertaking shall be incorporated by reference in the Notes for the benefit of the holders of the Notes from time to time.

_____ yeas _____ nays

Further Voted: that we ratify and confirm the adoption of post-issuance federal tax compliance procedures adopted by the District, and we authorize and direct the District Treasurer to review and update said procedures as the District Treasurer and bond counsel deem sufficient in order to monitor and maintain the tax-exempt status of the Notes and any other tax-exempt obligations issued or to be issued by the District.

_____ yeas _____ nays

Further Voted: that each member of the Committee, the District Secretary and the District Treasurer be and hereby are, authorized to take any and all such actions, and execute and deliver such certificates, receipts or other documents as may be determined by them, or any of them, to be necessary or convenient to carry into effect the provisions of the foregoing votes.

_____ yeas ____ nays

I further certify that the votes were taken at a meeting open to the public, that no vote was taken by secret ballot, that a notice stating the place, date, time and agenda for the meeting (which agenda included the adoption of the above votes) was filed with the Town Clerks of each of the member towns of Hamilton and Wenham, Massachusetts (together, the "Town Clerks") and a copy thereof posted in a manner conspicuously visible to the public at all hours in or on the municipal buildings in which the offices of the Town Clerks and the District Secretary are located, or in accordance with an approved alternative method of notice prescribed or approved by the Massachusetts Attorney General as set forth in 940 CMR 29.03(4), at least 48 hours, not including Saturdays, Sundays and legal holidays, prior to the time of the meeting and remained so posted at the time of the meeting, that no deliberations or decision in connection with the sale of the Notes were taken in executive session, all in accordance with G.L. c.30A, §§18-25 as amended.

Dated: June 2, 2016

District Secretary

AM 58079301.1