

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

Minutes

Special Meeting #321

Tuesday, April 14, 2020
7:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE HANGOUTS

Wachusett Regional School District Committee

Kenneth Mills, Chair	Laura Kirshenbaum
Christina Smith, Vice-chair	Matthew Lavoie
Melissa Ayala	Linda Long-Bellil
Scott Brown	Amy Michalowski
Michael Dennis	Benjamin Mitchel
Stephen Godbout	Karl Ottmar
Maleah Gustafson	Asima Silva
Sherri Haber	Megan Weeks
Jeffrey Haynes	Linda Woodland
Robert Imber	Adam Young

Committee Members Absent:

None

Administration Present:

Darryll McCall, Superintendent of Schools
Robert Berlo, Deputy Superintendent
Daniel Deedy, Director of Business and Finance
Jeff Carlson, Director of Human Resources
Brendan Keenan, Director of Social Emotional Learning
Christine Smith, Administrator of Special Education
Barry Sclar, Supervisor of Information Technology
Rebecca Petersen, Executive Secretary to the Superintendent

Student Representatives Present:

Rianna Massoni-Nesman	Leah Michalowski
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Others:

Naomi Stonberg, District Counsel

I. Call to Order

Chair Mills called the meeting to order at 7:04 PM. He announced the meeting was being broadcast live on HCTV Channel 194.

II. Discussion of Memorandum of Agreement Between the Wachusett Regional School District and the Wachusett Regional Education Association, Inc.

- a. Motion: To authorize the Superintendent of Schools to sign the Memorandum of Agreement Between WRSD and the WREA – Second Amendment to Memorandum of Agreement COVID-19 Closure

(M. Weeks)

(B. Mitchel)

Chair Mills turned the floor over to Superintendent McCall, who provided the history of actions taken to get to the proposed Memorandum of Agreement with the WREA, and he then outlined the MOA and the Remote Learning Plan (attachment 1). Superintendent McCall reported the MOA, as written, will address remote learning beyond the current May 4, 2020 returned to school date, to be prepared for school closure extending beyond that date. Superintendent McCall spoke about expectations, length of work day/school day, programs of study. Superintendent McCall will be sending a survey to parents, students (grades 6 – 12), teachers to find out status of remote learning implementation and if expectations are being met. If necessary, modifications will be made.

7:10 PM Chair Mills asked for a short meeting pause, in order to check the status of HCTV broadcasting and streaming.

7:19 PM meeting is back to live streaming.

7:20 PM Member Gustafson lost connection.

Some additional overview about the Memorandum of Agreement and the Remote Learning Plan took place, followed by members being given the opportunity to make comments/ask questions, the timing of which will be monitored. All members were called upon, in alphabetical order, and were given the opportunity to ask questions and make their comments. District Counsel Stonberg participated in the conversation, reminding School Committee members that the Committee will be voting on the Memorandum of Agreement, but implementation of the curriculum is an administration responsibility.

Due to continuing streaming/broadcasting issues, the Supervisor of Information Services will be posting a link to this meeting on the District website, which District Counsel Stonberg confirmed providing access to this meeting on the District website fulfills Open Meeting Law requirements. Attorney Stonberg also reminded members they are voting on the change of condition of employment when voting on the motion on the floor.

Some discussion about services provided and billing to Medicaid took place.

7:25 PM Member Gustafson's remote connection was restored.

Access to technology and internet was included in this discussion. Many members had the same comments/questions/suggestions as other members.

Superintendent McCall again noted that with this MOA and the extended school closure, all are moving from “focused enrichment” to “remote learning.” When asked, Superintendent McCall confirmed neighboring districts are in the same position and are addressing these issues in very similar ways. Superintendent McCall also stated again that we are not in “typical school days,” meaning all cannot follow the schedule/expectations for when students are in schools/seated in classrooms.

Chair Mills reread the motion on the floor.

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Michael Dennis
Stephen Godbout
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Asima Silva
Megan Weeks
Linda Woodland
Adam Young

Opposed:

Maleah Gustafson

The motion passed 19-1.

III. Discussion of 2019-2020 School Calendar – April Break

Motion: To amend the 2019-2020 school calendar to have April 21 – 24, 2020 be learning days as part of the academic calendar.

(J. Haynes)
(B. Mitchel)

Superintendent McCall spoke to this motion, reporting on the surveys to teachers and to parents which resulted in 80%/20% support, by both parties, to continue remote learning during the traditional April break (attachment 2). The continuity and consistency in learning will result in the best outcomes. The last day of the 2019-2020 school year would be June 12, 2020 (June 15th for Mountview Middle School).

Chair Mills opened the floor to comments and questions from members, with some members commenting.

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Michael Dennis
Stephen Godbout
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Asima Silva
Megan Weeks
Linda Woodland
Adam Young

Opposed:

None

The motion passed unanimously.

IV Committee Reports

A. Management Subcommittee (K. Mills, Chair, C. Smith, Vice-chair, S. Brown, M. Dennis, R. Imber, M. Lavoie, A. Young)

This subcommittee does not have a meeting scheduled.

Chair Mills announced the next regular meeting of the full Committee will be changed from April 30, 2020 to April 27, 2020, and moving forward he will propose the full Committee meet on an every other week basis (May 11th, May 26th, June 8th, with the Organizational Meeting of the new School Committee scheduled for a date after the postponed annual town elections). Full Committee action on the amended School Committee meeting schedule will be on the agenda for the April 27, 2020 School Committee meeting.

- B. Education Subcommittee (R. Imber, Chair, C. Smith, Vice-chair, M. Ayala, S. Haber, L. Kirshenbaum, L. Long-Bellil, A. Silva)

Subcommittee Chair Imber will postpone a subcommittee meeting that had been posted for April 30, 2020, and will reschedule to a future date.

- C. Business/Finance Subcommittee (M. Dennis, Chair, B. Mitchel, Vice-chair, M. Gustafson, L. Long-Bellil, K. Ottmar)

The report of the Business/Finance Subcommittee was taken out of order.

Subcommittee Chair Dennis reported this subcommittee is scheduled to meet on April 20, 2020. He also reported on the virtual Economic Summit conducted this date. The budget planning processing at the state level is uncertain, which will lead to uncertainty at the district level. For the meeting of the Business/Finance Subcommittee, District administration will be bringing forward different budget scenarios, what a 1/12th budget might look like, time triggers that might need to be thought about and acted upon. Planning is going to be extremely important, and going through these exercises sooner than later is necessary. Discussion began. Member Haynes noted that three of the Member Towns have voiced their town's inability to support the proposed WRSD FY21 budget. The question was asked about amending the proposed WRSD FY21 budget in advance of the rescheduled Annual Town Meetings, which will now be taking place at the end of June. There was discussion about refunding parents and students for fees paid for events that may not take place this school year.

- D. Legal Affairs Subcommittee (S. Brown, Chair, M. Lavoie, Vice-chair, Imber, A. Michalowski)

Subcommittee Chair Brown reported this subcommittee has not met since the last School Committee meeting, and that negotiations with three bargaining units are underway. Subcommittee Chair Brown reported on the need to get legal and administrative direction since the three employee contracts (Paraprofessionals, Wachusett Administrators, and the ABA PAs) expire on June 30, 2020.

- E. Superintendent Goals and Evaluation Subcommittee (M. Lavoie, Chair, A. Michalowski, Vice-chair, K. Mills, M. Weeks)

Subcommittee Chair Lavoie reported this subcommittee will continue to meet and to work on the annual evaluation of the Superintendent of Schools. Subcommittee Chair Lavoie explained the subcommittee's intent is to evaluate the Superintendent in the same manner and format as has been used in the recent past. The evaluation template will be electronic, Superintendent McCall will provide evidence for the evaluation process, members will provide their input via the electronic template, subcommittee members will compile School Committee members' input, and the Chair of the School Committee will write the evaluation narrative. The general agreement is that the current School Committee should be the body that evaluates the Superintendent. This subcommittee will be meeting with the Superintendent on April 22, 2020, and at

that meeting the specifics and details of what this year's evaluation will be based upon will be discussed. Some additional discussion about the evaluation process ensued.

F. Facilities and Security Subcommittee (A. Young, Chair, L. Woodland, Vice-chair, S. Godbout)

This subcommittee has not met since the last School Committee meeting. Subcommittee Chair Young reported there will be a need for the subcommittee to meet in preparation for the reopening of schools. Questions were asked about students retrieving personal belongings and cybersecurity concerns with the use of virtual meeting platforms.

G. Audit Advisory Board (B. Mitchel, Chair)

This board has not met since the last School Committee meeting. AAB Chair Mitchel reported the FY19 audit is in process.

H. Ad Hoc Subcommittees

1. Ad Hoc Subcommittee to Negotiate the Superintendent's Contract (K. Mills, Chair, M. Weeks, Vice-chair, S. Brown, M. Dennis, M. Lavoie)

This ad hoc subcommittee has been meeting and has a meeting scheduled with the Superintendent on April 21, 2020.

I. Building Committees

J. School Council Reports:

Central Tree Middle School (S. Haber), Chocksett Middle School (L. Woodland), Davis Hill Elementary School (K. Mills), Dawson Elementary School (L. Kirshenbaum), Glenwood Elementary School, Houghton Elementary School (M. Ayala), Mayo Elementary School (A. Young), Mountview Middle School (S. Brown), Naquag Elementary School (M. Lavoie), Paxton Center School (K. Ottmar), Thomas Prince School (A. Silva), Wachusett Regional High School (L. Long-Bellil/A. Michalowski), Special Education Parent Advisory Council (M. Gustafson), Early Childhood Center (L. Woodland)

Member Gustafson – SEPAC – virtual meeting has been postponed, but will be rescheduled.

V. Open Meeting Law Complaints

Chair Mills announced District Counsel Naomi Stonberg is participating in the virtual meeting, to address and advise the Committee about the Open Meeting Law complaints which are on the meeting agenda. Chair Mills reported he had completed and filed with the Secretary a Disclosure of Appearance of Conflict of Interest. Chair Mills reported he will

turn the gavel over to the Vice-chair when discussion of the complaint filed by Member Lavoie is addressed. Chair Mills turned the meeting over to Attorney Stonberg.

Attorney Stonberg explained the OML complaint filed by Christina Smith against Matthew Lavoie alleges deliberations outside a meeting (attachment 3). Attorney Stonberg reported many OML complaints are filed due to alleged violations associated with emails, further explaining that requesting that members of a public board “do not respond” does not mean Open Meeting Law would not be violated. Discussion took place. Following discussion, Attorney Stonberg recommended that moving forward, there should be consensus that deliberations of this fashion will not take place via email. When asked how a member of the School Committee might be able to share information/documents with other members of the Committee, Attorney Stonberg suggested the information/materials could be brought forward at a meeting of the full Committee, or the Superintendent of Schools/School Committee Secretary can disseminate information/materials to the membership of the School Committee. Members voiced agreement with the process of members forwarding information/materials to the Superintendent and to the Secretary, and the information/materials can be distributed to the full membership by that individual, who is not a member of the WRSDC. During this discussion, Attorney Stonberg shared her opinion that a violation of the Open Meeting Law did occur by way of Member Lavoie’s email of April 7, 2020.

Chair Mills asked for a motion to extend, which is not debatable.

Motion: To extend the meeting until 10:30 PM.

(M. Weeks)
(A. Young)

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Michael Dennis
Stephen Godbout
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Asima Silva
Megan Weeks
Linda Woodland

Adam Young

Opposed:

None

The motion passed unanimously.

10:00 PM Member Brown left the meeting.

Motion: To accept that an Open Meeting Law violation has occurred, to file the complaint and confirm there was a violation of the Open Meeting Law.

(A. Michalowski)

(A. Young)

Roll call vote:

In favor:

Christina Smith
Melissa Ayala
Michael Dennis
Stephen Godbout
Maleah Gustafson
Sherrie Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Asima Silva
Megan Weeks
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Kenneth Mills
Matthew Lavoie

The motion passed 17-0-2.

Motion: Moving forward, the Wachusett Regional School District Committee will follow the procedure that all materials to go to the entire School Committee will be sent to the Secretary of the School Committee for distribution, so not to identify the materials being distributed are from a specific member of the Wachusett Regional School District Committee. Further, to authorize Kenneth Mills to write up this recommendation.

Member Imber suggested that in the motion reference should be made to the Chair of the School Committee as opposed to including the name of the School Committee Chair in the motion. Attorney Stonberg agreed with this recommendation and noted that it is clerical edit, which can be made without formal action by the membership.

The motion on the floor, as edited, was re-read.

Motion: Moving forward, the Wachusett Regional School District Committee will follow the procedure that all materials to go to the entire School Committee will be sent to the Secretary of the School Committee for distribution, so not to identify the materials being distributed are from a specific member of the Wachusett Regional School District Committee. Further, to authorize the Chair of the Wachusett Regional School District Committee to write up this recommendation.

(A. Young)
(L. Kirshenbaum)

Roll call vote:

In favor:

Christina Smith
Melissa Ayala
Michael Dennis
Stephen Godbout
Maleah Gustafson
Sherrie Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Asima Silva
Megan Weeks
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Kenneth Mills

The motion passed 18-0-1.

Chair Mills turned the gavel over to Vice-chair Smith. Vice-chair Smith turned the discussion over to Attorney Stonberg. Attorney Stonberg explained the Open Meeting Law complaint, filed by Member Lavoie against Chair Mills, alleges the Chair of the School Committee did not follow proper procedures in order to bring a motion made at the

April 6, 2020 meeting of the WRSDC forward at a future meeting of the School Committee (attachment 4). Discussion ensued, with Attorney Stonberg voicing her opinion that Chair Mills did not violate OML requirements. Chair Mills spoke, explaining it was his intent to bring the motion on the floor at the April 6, 2020 regular meeting of the School Committee, a motion to address Wachusett Regional School District's participation in the school choice program for the 2020-2021 school year, back to the Committee for action at a future meeting. Vice-chair Smith gave members the opportunity to ask questions, make comments, or to make a motion. Some discussion ensued.

10:20 PM Member Mitchel left the meeting.

Motion: To find no Open Meeting Law violation as alleged in the complaint filed by WRSDC Member Matthew Lavoie against WRSDC Chair Kenneth Mills.

(A. Young)
(L. Long-Bellil)

Motion: To extend the meeting until 11:00 PM.

(M. Weeks)
(L. Kirshenbaum)

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Michael Dennis
Stephen Godbout
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Asima Silva
Megan Weeks
Linda Woodland
Adam Young

Opposed:

None

The motion passed unanimously.

10:30 PM Member Godbout left the meeting.

The motion on the floor was re-read.

Roll call vote:

In favor:

Melissa Ayala
Michael Dennis
Maleah Gustafson
Sherrie Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Karl Ottmar
Asima Silva
Megan Weeks
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Kenneth Mills
Christina Smith
Matthew Lavoie

The motion passed 14-0-3.

Attorney Stonberg will draft responses to the two Open Meeting Law complaints, and the Attorney General will be provided with copies of the responses.

10:37 PM Member Lavoie left the meeting.

VI. Adjournment

Motion: To adjourn.

(A. Young)
(L. Kirshenbaum)

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Michael Dennis
Maleah Gustafson

Sherrie Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Karl Ottmar
Asima Silva
Megan Weeks
Linda Woodland
Adam Young

Opposed:
None

The motion was unanimously approved.

The meeting adjourned at 10:38 PM.

Respectfully submitted,

Darryll McCall, Ed.D.
Superintendent of Schools

DM:rlp

Attachments:

- Attachment 1 – Second Amendment to MOA COVID-19 Closure
- Attachment 2 – Amended 2019-2020 School Calendar
- Attachment 3 – OML complaint filed by Vice-chair Smith
- Attachment 4 – OML complaint filed by Member Lavoie

**Wachusett Regional School District
and the
Wachusett Regional Education Association, Inc.**

Second Amendment to Memorandum of Agreement COVID-19 Closure

Pursuant to the provisions of Chapter 150E of the General Laws of Massachusetts, this Memorandum of Agreement is made and entered into by the Wachusett Regional School District (hereinafter, "District") and the Wachusett Regional Education Association, Inc. (hereinafter, "Association").

WHEREAS, in connection with the public health emergency associated with the COVID-19 outbreak, school operations for educational purposes have been suspended;

Therefore, the Wachusett Regional School District and the Wachusett Regional Education Association, Inc. hereby agree to the following Second Amendment of the Memorandum of Agreement COVID-19 Closure signed and executed on March 20, 2020 which shall remain in full force with the following modifications:

Section C.6 **Enrichment Resources Support** add new bullet points as shown below:

- **This paragraph sunsets on Tuesday April 14, 2020.**

Create New: **Section F: Wachusett Regional School District Remote Learning Plan**

Effective Wednesday April 15, 2020, the parties agree to implement the Wachusett Regional School District Remote Learning Plan. The plan is attached to this agreement as Appendix B. This plan shall be reviewed by the parties on or before May 4, 2020. Any modifications to the Remote Learning Plan must be mutually agreed upon and reduced to writing.

Modify **Section E: Suspension of School Operations for Educational Purposes Beyond April 13, 2020** as follows:

This agreement shall remain in full force and effect until schools are reopened or until the conclusion of the school year on June 18, 2020. ~~In the event that the suspension of school operations for educational purposes is extended beyond April 13, 2020, representatives of the Committee and the Association will confer and mutually determine whether to extend or modify this Agreement any subsequent period of school closure prior to the end date of the agreement.~~

Dated this _____ day of April 2020.

Darryll McCall, Ed.D.
Superintendent of Schools
Wachusett Regional School District

Heidi Lahey
President
Wachusett Regional Education Association, Inc.

Appendix B

Wachusett Regional School District Remote Learning Plan

Introduction

The purpose of the Wachusett Regional School District's (WRSD) Remote Learning Plan (the Plan) is to provide a sense of continuity for our students, parent(s)/guardian(s), and staff during this unprecedented and extraordinary time. We agree with the Commissioner of Education, Jeff Riley, and also believe that students, educators and people in all of our communities will benefit from clarity with respect to remote learning, and this plan has been developed to provide this clarity.

We recognize, as does the Department of Elementary and Secondary Education (DESE), that the level of instruction that will occur via remote learning cannot replace a student's experiences and what he or she would be taught in a traditional classroom environment when school is in session. We also recognize that families are currently finding their home, work and parental lives intertwined like never before. Provided that many parents may find themselves working from home, sick, or unemployed, we understand that students may have less explicit support, resources, or time available to them for learning than they would in a typical school day. This plan has been developed with all of this in mind.

Finally, as noted in a recent communication out to district leaders by Commissioner Riley's letter, "we must all pull together-parents and caregivers, students, the community, and of course, our educators and staff-to help students continue their learning over this extended period."

Guiding Principles

The safety and well-being of students, families, and staff is our top priority as an educational community. We are focused not only on the physical health, safety, and nutrition of our students, families and staff, but also on their social-emotional and mental health needs. With this in mind, we have developed a section of the Plan focused just on student and family supports. In addition, this guiding principle was used to help inform other aspects of this plan.

During this period of extended school closure, the District has an obligation to engage students in meaningful and productive learning opportunities. This Plan establishes guidance for the development of remote learning lessons, student engagement, student feedback, and grading of student work. The overall focus of the lessons are to engage students in meaningful learning activities that prioritize the development of key concepts and skills.

Maintaining connections between school staff and students is of primary importance during this unprecedented time of extended school closure, particularly for the most vulnerable members of our school community. The Plan lists various tools that educators will use to communicate with students and families during this time. In addition, the plan established the expectation for teacher feedback to students and families on the work that students do.

Overview of the Plan

This plan will begin on Wednesday April 15, 2020, and will be in effect until the schools reopen or 185th scheduled school day, whichever is sooner. The differences between the optional enrichment activities that are in place now and the remote learning lessons which will begin shortly are detailed below.

- **Student participation:** Students are expected to consistently participate in teacher developed activities.
 - **Length of student's day:** Remote learning is expected to engage students for *no more than half the length of a typical school day*, executed in a flexible schedule that is intended to work in the home setting.
 - **Focus of lessons:** Remote learning lessons will focus on reviewing and reinforcing skills and knowledge already taught this school year, applying and deepening these skills, and may introduce *some essential* new material which may vary based on grade and level. Lessons will also encompass a combination of teacher-directed and self-directed learning opportunities. Please note, teacher-directed does not require direct teacher contact/instruction during the learning activity. Teachers may provide a week's worth of lessons at one time.
 - **Method of delivery:** Remote learning lessons may take many forms and vary by age, grade level, and individual needs. A variety of methods will be used, including but not limited to technology, online activities, hands-on activities, exploration of the natural world, paper-based activities, artistic creations, project-based learning, and physical movement to name a few.
 - **Student feedback:** Teachers will provide feedback to students on progress made towards relevant standards and/or learning goals as determined by the educator based on a review of student work completed at home
 - **Student grading and assessment:** For the duration of this plan, final grades will be reported as pass/fail at the high school level, as "meeting expectations" or "not meeting expectations" for 6-8, and as "progressing towards expectations" or "not progressing towards expectations" for PreK-5. In addition, there will be no final exams given while this plan is in place.
-

Definition of Remote Learning

Remote Learning occurs when the learner and instructor, or source of information, are separated by time and/or distance and therefore cannot meet in a traditional classroom setting. Remote learning is not synonymous with online learning, synchronous learning or asynchronous learning. While technology can be a supportive tool, especially for online learning, with remote learning, districts and schools should also consider ways that student learning can continue offline, such as helping students to engage with resources in their everyday lives and in the natural world around them.

Remote learning is not intended to replicate the traditional school day, however, remote learning can still provide unique opportunities to support students' curiosity and understanding as well as introduce new content and reinforce existing knowledge and skills.

Remote learning can encompass a wide variety of learning opportunities. This could include exploring the natural world, activities to support students' local communities (with appropriate social distancing), and engaging in hands-on projects and artistic creations that stem from students' own passions and experiences.

Examples of remote learning tools include large-group video or audio conference calls, 1:1 phone or video calls, email, work packets, projects, reading lists, online learning platforms, and other resources to

effectively engage with students. These tools could be used to deliver lessons, provide individual student support, provide resources (including instructional material and student assignments), connect students to each other and their teacher, and provide feedback on student work.

In developing this learning plan, the District has looked to use many of these tools and encourage teachers to employ what makes sense with their grade level, subject, and of students in developing their lessons provided the platform is approved by the District.

Responsibilities of Staff, Students, and Families

Administrator Responsibilities

- Communicate updates from the District to staff, families and caregivers in a timely manner
- Clearly outline remote learning expectations to staff, families, caregivers and provide supports to bring plans to fruition
- Support staff in carrying out their responsibilities and support staff with any potential discipline issues that result from online lessons.
- Chair virtual IEP meetings
- Remain accessible to students, parents, caregivers, colleagues and administrators
- Respond to all staff emails promptly, within 24 hours Monday through Friday.
- Connect biweekly with district administrative team
- Connect weekly with school-level staff
- Communicate with families regarding student progress/participation with the remote learning process.
- Weekly, K-5 administrators will include a brief summary of offerings and links to content, written by their related-arts teachers, in home communication with families.
- Facilitate the distribution of materials as needed for students without internet access on a case by case basis

Educator Responsibilities

- Communicate the daily or weekly lessons, expectations, assignments, and/or plans with students and, as appropriate, families or caregivers.
- Outreach to students and/or families at least twice a week with students via email, phone, video chat, etc.
- Respond to all emails during the next scheduled office hours.
- Educators shall establish daily office hours (at least 2 hours, that need not be scheduled consecutively) within their regularly scheduled work day specifically designated for student/family communication. Educators will notify students and/or families of the scheduled time which can be used to respond to student questions and to support students. In the event of a need to change the time, educators will give appropriate notice to families/students.
- Educators will make every effort to participate in any virtual IEP meetings which shall within the school day. Educators shall be provided with a minimum of two (2) school days notice of the meeting. The District recognizes that from time-to-time, unexpected situations may preclude a teacher from attending a virtual IEP meeting.
- Teachers meet as grade level teams at least once a week as determined by the teacher and share the schedule times of meetings and any products with building Principals.
- Teachers shall participate in no more than one hour long meeting each week with the building principal and rest of the staff.

- Reminder: Teachers are Mandated Reporters and they must report any potential 51A issues to the administrator via email & phone call as soon as possible.
- In the event that an educator is required to cover for an extended absence of a staff member of more than one (1) week or for a vacant position, the educator will be compensated at the rate 1/900th per day.

Elementary Related Arts Specialists Responsibilities

- Educator responsibilities from above as applicable to the elementary specialist setting. Due to the complexity of servicing hundreds of students in multiple classrooms and grade levels the twice weekly communication with parents and students will be provided within the structure of the provided weekly enrichment and learning activities.
- Build and maintain a digital platform for the sharing of activities and lessons using approved district technologies including but not limited to Google Classroom, Google Sites and school websites. Students and families will be able to access this content on-demand, within their own time frame.
- Develop weekly activities and lessons to support the age levels and abilities of each building following the districts guidelines for related arts:
 - 50 minutes per subject in grades 3-5 (See page 7, 4b)
 - 30 minutes per subject/per week in grades K-2 (see page 8, 4b)
- Elementary related arts specialists will collaborate with teachers in district-wide programs based in their buildings to create content for their classrooms.
- Elementary related arts specialists will provide their building administrators with a weekly paragraph summarizing assigned activities for the upcoming week with links to reach materials. The administrators will then forward to families within their weekly update.

Special Education Educators, and English as a Second Language Educators Responsibilities

- Educator Responsibilities from above
- Collaborate with regular education teachers to help modify and adapt lessons to provide access to learning opportunities for special education or English learner students on their caseload
- Create remote learning activities on an as needed basis for students on their caseload
- Document services being offered via email, modified remote learning activities or Linking Plans that address specific goals and objectives from the student's IEP.

Related Service Providers (SLP, PT, OT) Responsibilities

- Connect to students and/or families of students on IEPs and 504s at least twice a week via district approved platforms such as email, Google phone, Google Classroom post, video chat AND based on student's age/grade access needs and applicability.
- Respond to all emails during the next scheduled office hours.
- WREA provider shall establish daily office hours (at least 2 hours, that need not be scheduled consecutively) within their regularly scheduled workday specifically designated for student/family communication and communicate this on a weekly basis. In the event of a need to change the time, educators will give appropriate notice to families/students.
- Participate in any caseload specific virtual IEP meetings that shall occur within the school day. Members shall be provided with no less than two (2) school days notice for the meeting. The District recognizes that from time-to-time, unexpected situations may preclude a teacher from attending a virtual IEP meeting.

- Finalize IEP “paperwork” following meetings in accordance with the district recommended timeline of 10 days and past WREA bargained member responsibilities.
- Participate in either a school or department alike virtual meetings at the same frequency and duration of other WREA members.
- For students receiving B grid services: provider will connect with content area instructor and/or case manager as appropriate based on student needs to offer suggestions to the educational team to support the provider’s area of expertise AND attend occasional live remote learning opportunities, if applicable and available given schedule demands.
- For students receiving C Grid/pull out services: create remote learning opportunities, using best practice for service area to meet which are planned to take no more than 50% of the students’ weekly C grid services, for students on their caseload
- Document supports/instruction and communication being offered via remote learning modalities that address specific goals and objectives from the student’s IEP/504 on a documentation form agreed upon and then created and shared by the team chairperson.
- Follow state, national and/or educator licensure requirements as appropriate inclusive of remote learning or teletherapy requirements.
- Complete supervision requirements for assistants, as applicable
- Reminder: Teachers are Mandated Reporters and they must report any potential 51A issues to the administrator via email & phone call as soon as possible.

School Guidance and Adjustment Counselors and School Psychologists Responsibilities

- Contribute to district-wide health and mental health online resource guide for students and families, as needed
- Collaborate with grade-alike colleagues to generate weekly enrichment activities related to mental health, social-emotional learning, and/or self-care, as well as other related subject areas to promote student wellness
- When deemed appropriate by the counselor or requested by the parent or student, the counselor will review with the student and/or parent the means by which counseling services may be delivered remotely and how the remote counseling may be accessed before initiating remote counseling services.
- Teachers meet as grade level teams at least once a week as determined by the teacher and share the schedule times of meetings and any products with building Principals.
- Teachers shall participate in no more than one hour long meeting each week with the building principal and rest of the staff.
- Collaborate with parent(s)/guardian(s) to provide case management and offer support as needed
- Communicate with outpatient providers as needed
- When deemed appropriate by the counselor, provide periodic phone check-ins with identified students

ABA Teacher Responsibilities

- Connect at least twice a week with families and/or students via email, phone, video chat, etc.
- Set clear expectations for students
- Respond to all emails during the next scheduled office hours.
- Educators shall establish daily office hours (at least 2 hours, that need not be scheduled consecutively) within their regularly scheduled work day specifically designated for student/family communication. Educators will notify students and/or families of the scheduled time which can be used to respond to student questions and to support students. In the event of a need to change the time, educators will give appropriate notice to families/students.
- Remain accessible to students, parents, caregivers, colleagues and administrators

- Educators will make every effort to participate in any virtual IEP meetings which shall within the school day. Educators shall be provided with a minimum of two (2) school days notice of the meeting. The District recognizes that from time-to-time, unexpected situations may preclude a teacher from attending a virtual IEP meeting.
- Teachers meet as program teams at least once a week as determined by the teacher and share the schedule times of meetings and any products with building Principals.
- Teachers shall participate in no more than one hour long meeting each week with the building principal and rest of the staff.
- Create remote learning activities to support skill maintenance and acquisition of IEP Goals and Objectives on an as-needed basis for students on their caseload
- Collaborate with teachers to help modify and adapt lessons to provide access to learning opportunities for special education students on their caseload that attend those specific general education content areas
- Document services being offered via email, modified remote learning activities or Linking Plans that address specific goals and objectives from the student's IEP.
- Provide home consultation remotely with parents and district-wide BCBA when requested by any team member, but not to exceed what is described in the child's IEP.
- If direct remote learning opportunities (or remote discrete trials) are utilized the ABA teachers should consult with and supervise at least one ABA PA conducting at least one teletherapy session per week lasting no more than 30 minutes
- Write Individual Education Plans, and Three-Year-Revaluations in line with current timelines based on historical student performance, in lieu of additional formal testing

Student Responsibilities

- Regularly participate in remote learning
- Complete assigned work on time as directed by teacher
- Respond to teacher prompts
- Use teacher office hours to ask questions/seek assistance as needed
- Submit work that demonstrates one's best independent effort during this time

Parent/Guardian Responsibilities

- Remind students of remote learning expectations
- Help to create a structure by developing a daily or weekly routine
- Encourage students to work diligently on assignments
- Encourage students to utilize office hours/virtual opportunities to connect with their teachers or to receive help or feedback

Grade Level Specifications

Grades 9-12

1. **Available resources to engage students:** Examples of remote learning resources available for staff to use include the following:
 - a. Approved district technologies including but not limited to Google Hangouts/Google Hangouts Meet, group video or audio conference call software to engage with students.
 - b. Gmail or Google Classroom for connecting with families and students.

- c. Textbooks and ancillary material available electronically
 - d. Printed, scanned, or electronically shared lessons, materials, projects, readings, etc.
 - e. Google Classroom and Actively Learn for online learning platforms.
 - f. The items above can be used to deliver lessons, provide individual student support, provide resources that include instructional material and student assignments, connect students to each other as well as with a teacher, and to provide feedback to students on their work.
2. **Focus of Remote Learning Lessons:** At the high school, remote learning lessons will focus on reinforcing and reviewing skills already taught and may focus on new material as aligned with the applicable curriculum framework. Lessons will also encompass a combination of teacher-directed and self-directed learning opportunities. Please note, teacher-directed does not require direct teacher contact/instruction during the learning activity. Teachers may provide a week's worth of lessons at one time.
 3. **Length of remote learning day for students:** Not to exceed 3 hours in total for all content areas.
 4. **General Guidance for the length of time a student would be expected to spend on each class:**
 - a. Not more than 30 minutes per day for each honors and AP class. For a week, this would be not more than 150 minutes (2.5 hours) for classes that meet every day, and not more than 60 minutes per week for classes that meet every other day.
 - b. Not more than 25 minutes per day for each CPA class. For a week, this would be not more than 125 minutes for classes that meet every day, and not more than 50 minutes per week for classes that meet every other day.
 - c. Not more than 20 minutes per day for each CP, unlevleed, pull out/small group class. For a week, this would be not more than 100 minutes for classes that meet every day and not more than 40 minutes for classes that meet every other day.
 - d. Staff are asked to develop lessons that will not exceed these time limits.
 - e. Everyday classes are 5x and every other day classes will be 2x.
 - f. Teachers can develop lessons based on the amount of time they have in a day or based on the amount of time they have available in a week.
 5. **Feedback to students:** Teachers will provide feedback to students on progress made towards relevant standards and/or learning goals as determined by the educator based on a review of student work completed at home.
 6. **Student grading:** For the fourth quarter, all courses will be graded as pass/fail (credit/no credit).
 - a. At the midpoint of term four, teachers will provide a list of students who are not meeting standards to administration. Administration will then reach out to parents/guardians to determine whether learning opportunities were equitable, specifically keeping in mind home access to the internet, problems with technology, the variety of disability, health, and language challenges that could occur.
 - b. Before failing a student in any course, teachers will provide a list of students who did not meet the standards set for a passing grade to administration. Administration will again investigate to determine whether the learning opportunities were equitable as described above. Upon concluding the investigation, administration will confer with the teacher to determine what grade will be assigned.
-

Grades 6-8

1. **Available resources to engage students:** Examples of remote learning resources available for staff to use at the middle grade level include the following:
 - a. Approved district technologies including but not limited to Google Hangouts Meet, group video or audio conference call software to engage with students.
 - b. Gmail for connecting with families and students.
 - c. Textbooks and ancillary material available electronically

- d. Printed, scanned, or electronically shared lessons, materials, projects, readings, etc.
 - e. Google Classroom and Actively Learn for online learning platforms.
 - f. The items above can be used to deliver lessons, provide individual student support, provide resources that include instructional material and student assignments, connect students to each other as well as with a teacher, and to provide feedback to students on their work.
2. **Focus of Remote Learning Lessons:** At the middle school level, remote learning lessons will focus primarily on reviewing and deepening skills and understanding of content already taught with a few lessons focused on introducing new skills and content. This means that most of the lessons should focus on review, and teachers are asked to have at least 70% of their remote learning lessons focused on reviewing and deepening students' skills and knowledge of material already taught. Middle School teachers are also asked to have no more than 30% of their remote learning lessons focus on new skills and new content as aligned with the applicable curriculum framework. Lessons will also encompass a combination of teacher-directed and self-directed learning opportunities. Please note, teacher-directed does not require direct teacher contact/instruction during the learning activity. Teachers may provide a week's worth of lessons at one time.
 3. **Length of remote learning day for middle school students:** Not to exceed 2.5 hours in total per day.
 4. **General Guidelines for the Length of time a student would be expected to spend on each subject:**
 - a. For the core content subjects (ELA, social studies, math and science) no more than 25 minutes per day. For a week this would be no more than 125 minutes that a student would be expected to spend on each core subject.
 - b. For the related arts (art, physical education, music, world language and technology), a student would be expected to spend no more than 50 minutes per week on each subject.
 - c. Staff are asked to develop lessons that will not exceed these time limits.
 - d. Schools may decide to cluster subjects or to have a day focus on one or more subjects.
 5. **Feedback to students:** Teachers will provide feedback to students on progress made towards relevant standards and/or learning goals as determined by the educator based on a review of student work completed at home.
 6. **Student grading:** For the fourth quarter, all courses will be graded as "meeting expectations" or "not meeting expectations." Please note that although final grades for the fourth quarter will be "meeting expectations" or "not meeting expectations" individual assignments may receive a numerical or percentage grade.
 - a. At the midpoint of term four, teachers will provide a list of students who are not meeting standards to administration. Administration will then reach out to parents/guardians to determine whether learning opportunities were equitable access to the learning opportunities during the closure, specifically keeping in mind home access to the internet, problems with technology, the variety of disability, health, and language challenges that could occur.
 - b. Before awarding a grade of not meeting expectations in any course, teachers will provide a list of students who did not meet the standards set for a passing grade to administration. Administration will again investigate to determine whether the learning opportunities were equitable as described above. Upon concluding the investigation, administration will confer with the teacher to determine what grade will be assigned.

Grades 3-5

1. **Available resources to engage students:** Examples of remote learning resources available for staff to use at the upper elementary grade level include the following:

- a. Approved district technologies including but not limited to Google Hangouts Meet, group video or audio conference call software to engage with students.
 - b. Gmail for connecting with families and students.
 - c. Textbooks and ancillary material available electronically
 - d. Printed, scanned, or electronically shared lessons, materials, projects, readings, etc.
 - e. Google Classroom and Actively Learn for online learning platforms.
 - f. The items above can be used to deliver lessons, provide individual student support, provide resources that include instructional material and student assignments, connect students to each other as well as with a teacher, and to provide feedback to students on their work.
2. **Focus of Remote Learning Lessons:** At the upper elementary level, remote learning lessons will focus primarily on reviewing and deepening skills and understanding of content already taught with a few lessons focused on introducing new skills and content. This means that most of the lessons will focus on review, and teachers are asked to have at least 70% of their remote learning lessons focused on reviewing and deepening students' skills and knowledge of material already taught. Elementary teachers are also asked to have no more than 30% of their remote learning lessons focus on new skills and new content as aligned with the applicable curriculum framework.
3. **Length of remote learning day for upper elementary students:** Not to exceed 2 hours in total per day.
4. **General Guidelines for the Length of time a student would be expected to spend on each subject:**
 - a. For ELA and math, a student would be expected to spend no more than 30 minutes per day on each subject. For a week this would be no more than 150 minutes that a student would be expected to spend on each subject.
 - b. For social studies and science, related arts (art, physical education, and music), a student would be expected to spend no more than 50 minutes per week on each subject.
 - c. Also, students will be provided with 50 minutes of self-directed learning time per week. The student can choose how to use this time and what they would like to explore.
 - d. Staff are asked to develop lessons that will not exceed these time limits.
5. **Feedback to students:** Teachers will provide feedback to students on progress made towards relevant standards and/or learning goals as determined by the educator based on a review of student work completed at home.
6. **Student grading:** For the fourth quarter, students will be graded using two broad statements: "progressing towards expectations" or "not progressing towards expectations" as opposed to the way student work has graded earlier this year prior to the closure.
 - a. At the midpoint of term four, teachers will provide a list of students who are not meeting standards to administration. Administration will then reach out to parents/guardians to determine whether learning opportunities were equitable during the closure, specifically keeping in mind home access to the internet, problems with technology, the variety of disability, health, and language challenges that could occur.
 - b. Before providing a student with a "not progressing toward expectations" grade in any course, teachers will provide a list of students who did not meet the standards set for a passing grade to administration. Administration will again investigate to determine whether the learning opportunities were equitable as described above. Upon concluding the investigation, administration will confer with the teacher to determine what grade will be assigned.

Grades K-2

1. **Available resources to engage students:** Examples of remote learning resources available for staff to use at the lower or primary elementary grade level include the following:

- a. Approved district technologies including but not limited to Google Hangouts Meet, group video or audio conference call software to engage with students.
 - b. Gmail for connecting with families and students. Students now have email addresses and teachers can access these in PowerTeacher.
 - c. F & P Classroom resources, Eureka math resources, books, and other learning materials
 - d. Printed, scanned, electronically shared lessons, audio books and recordings, materials, projects, reading lists, etc.
 - e. Google Classroom to support online learning.
 - f. The items above can be used to deliver lessons, provide individual student support, provide resources that include instructional material and student assignments, connect students to each other as well as with a teacher, and to provide feedback to students on their work.
2. **Focus of Remote Learning Lessons:** At the K-2 level, remote learning lessons will initially focus on reviewing essential skills and content that have already been taught and may focus on introducing some new material as aligned with the applicable curriculum framework once students have adjusted to the routine of remote learning.
 3. **General Guidelines for the Length of remote learning day for students in the primary grades:** Not to exceed 90 minutes (1.5 hours) in total per day covering a total of 5 days in any week.
 4. **General Guidelines for the length of time a student would be expected to spend on each subject:**
 - a. For K-2, the primary focus of remote learning will be on ELA and math. A student would be expected to spend no more than 30 minutes per day on each subject. This would mean that a student would spend no more than 150 minutes on each of these subjects each week.
 - b. For the related arts (art, physical education, and music), a student would be expected to spend no more than 30 minutes per week on each of these subjects, which can be incorporated into any ELA/math content.
 - c. Also, students will be provided with 60 minutes of self-directed learning time each week. The student can choose how to use this time and what they would like to explore.
 - d. Staff are asked to develop lessons that will not exceed these time limits.
 5. **Feedback to students:** Teachers will provide feedback to students on progress made towards relevant standards and/or learning goals as determined by the educator based on a review of student work completed at home.
 6. **Student grading:** For the fourth quarter, students will be graded on a much broader range. Students will be graded using two broad statements: “progressing towards expectations” or “not progressing towards expectations” as opposed to the way we have graded them earlier this year.
 - a. At the midpoint of term four, teachers will provide a list of students who are not meeting standards to administration. Administration will then reach out to parents/guardians to determine whether learning opportunities were equitable during the closure, specifically keeping in mind home access to the internet, problems with technology, the variety of disability, health, and language challenges that could occur.
 - b. Before providing a student with a “not progressing toward expectations” grade in any course, teachers will provide a list of students who did not meet the standards set for a passing grade to administration. Administration will again investigate to determine whether the learning opportunities were equitable as described above. Upon concluding the investigation, administration will confer with the teacher to determine what grade will be assigned.

Grade PreK

1. **Available resources to engage students:** Examples of remote learning resources available for staff to use at the preschool grade level include the following:

- a. Approved district technologies including but not limited to Google Hangouts Meet, group video or audio conference call software to engage with students/families.
 - b. Email for connecting with families and students.
 - c. Books, and other learning materials.
 - d. Audio books and video recordings, video modeling, recorded activities.
 - e. The items above can be used to provide individual student/family support, provide parent(s)/guardian(s) with resources that help with carryover and practice, provide family with the means to connect with teachers and related service providers, and to provide opportunity for parent(s)/guardian(s) to discuss with teachers their child's progress towards expectations.
 2. **Focus of Remote Learning Lessons:** At the PreK level, remote learning lessons will focus on supporting students' social-emotional skills, play, behavior regulation, fine/gross motor and language. Pre-academics will be a secondary focus. These lessons will focus primarily on deepening student understanding of previously taught material.
 - a. Wherever possible, learning should take place via a combination of educator-directed resources and activities, student exploration, and parent/guardian-facilitated activities.
 - b. Teachers will provide a minimum of one choice board with 6-10 activities each week. Choice boards may be supplemented with additional activities, videos, website, and on-line resources.
 3. **Length of time a student would be expected to spend doing remote learning:** Families would be expected to spend no more than 20-30 minutes 3-4 days/week accessing on-line resources, engaging in choice board activities, and connecting with teachers and related service providers
 4. **Feedback to students:** Teachers and building-based related service providers will be available 1-2 hours day/3 days a week to connect with parent(s)/guardian(s), provide support as needed, and to assess continued development.
 5. **Student grading:** For the final progress reporting period, students will be rated on a much broader scale: "progressing towards expectations" or "not progressing towards expectations" as opposed to the way we have graded them earlier this year. Before providing a student with a "not progressing towards expectations" rating for any subject, staff and administration are asked to consider whether the student had equitable access to the learning opportunities during the closure, specifically keeping in mind home access to the internet, problems using technology, the variety of disability, health, and language challenges that could occur.
-

ABA Classrooms PreK-Post Graduate

1. **Available resources to engage students:** Examples of remote learning resources available for staff to use at all grade levels may include, but not be limited to:
 - a. Google Hangouts Meet, and Zoom, Gmail for connecting with families and students. Students now have email addresses and teachers can access these in PowerTeacher.
 - b. Teachtown, Boardmaker online, books, or other learning materials
 - c. Printable materials, audiobooks and recordings, materials
 - d. The items above can be used to deliver lessons, provide individual student support, provide resources that include instructional material and student assignments, and connect students to the teacher.
2. **Focus of Remote Learning Lessons:** Remote learning lessons will initially focus on reviewing essential skills and content that have already been taught and may focus on introducing some new material once students have adjusted to the routine of remote learning.
 - a. Functional academics and activities of daily living will be the primary focus of remote learning for this grade span. For any new learning, staff are asked to prioritize content based on a review of student IEP goals and objectives.

3. **Length of remote learning day for students in the primary grades:** Not to exceed 90 minutes (1.5 hours) in total per day covering a total of 5 days in any week.
 4. **Length of time a student would be expected to spend on each subject:**
 - a. The primary focus of remote learning will be on functional academics and activities of daily living. A student would be expected to spend no more than 30 minutes per day on each subject. This would mean that a student would spend no more than 150 minutes on each of these subjects each week.
 - b. For the related arts (art, physical education, and music), a student would be expected to spend no more than 15 minutes per week on each of these subjects.
 - c. Staff are asked to develop lessons that will not exceed these time limits.
 5. **Feedback to students:** Teachers will provide feedback on student work done at home in the form of parent consult via email.
 6. **Student Assessment via Progress Reports:** For the fourth quarter, students will be assessed in a much broader range. Progress Reports will reflect student participation and progress towards current goals and objectives using two broad statements: “progressing towards expectations” or “not progressing towards expectations”
 - a. At the midpoint of term four, teachers will provide a list of students who are not meeting standards to administration. Administration will then reach out to parents/guardians to determine whether learning opportunities were equitable access to the learning opportunities during the closure, specifically keeping in mind home access to the internet, problems with technology, the variety of disability, health, and language challenges that could occur.
 - b. Before providing a student with a “not progressing towards expectations” denotation for any objective, teachers will provide a list of students who did not meet the standards set for a passing grade to administration. Administration will again investigate to determine whether the learning opportunities were equitable as described above. Upon concluding the investigation, administration will confer with the teacher to determine what grade will be assigned.
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Student & Family Supports

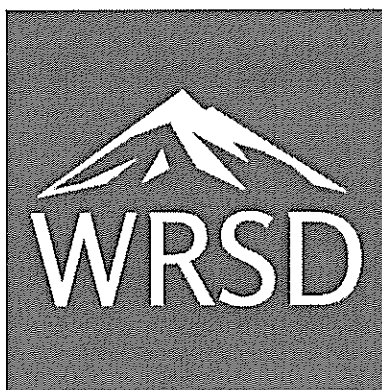
Wachusett understands that families are adjusting to the current circumstances, and that the school district’s administration, faculty, and staff can serve to decrease the stress experienced by families. We hope to institute accountability with flexibility and grace in order to assign students responsibility for engaging with assignments and learning tasks, while doing our best to support students and families who are facing significant challenges. District and school-based administrators, faculty, and staff welcome parents, guardians, and students to be transparent and open about the ways in which they are impacted by the COVID-19 outbreak and the extended school closure in the hopes that the district’s response *helps students and their families* to acclimate to these new circumstances.

While these interactions cannot fully replicate a face-to-face interaction, it is the hope that this outreach will increase feelings of student and family connectedness with school during the school closure. This sense of engagement and connectedness will support the transition back to school when schools reopen district-wide.

A list of health and mental health resources has been made available to WRSD families during the school closure. These resources are intended to provide practical guidance to parents/guardians about how best to explain the COVID-19 outbreak, as well as link families with area resources to mitigate the negative impact of the school closure on the functioning of families in the school district. [Link here for resources website](#)

WRSD school counselors, psychologists, and nurses are valuable resources for students and families to navigate through barriers to health and mental health treatment that have resulted from the COVID-19 quarantine, to the extent that is possible.

Feel free to reach out to your child's Principal or Assistant Principal as a first point of contact. You can also email Brendan Keenan, District Director of Social-Emotional Learning (Brendan_Keenan@wrsd.net), Christine Smith, Administrator of Special Education (Christine_Smith@wrsd.net), or Jeffrey Carlson, Director of Human Resources (Jeff_Carlson@wrsd.net) if you have any questions, ideas, or feedback.





WACHUSETT REGIONAL SCHOOL DISTRICT

School Calendar

2019-2020

REVISED 4/13/2020

Attachment 2

JULY

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28*	29	30

SEPTEMBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUNE

M	T	W	T	F
1	2	3	4	5
8*	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

First and Last Days of School

First Day of School	Aug 27
*First Day of Kindergarten	Aug 28
*Last Day of Kindergarten (Full Day) (pending snow days)	June 8
Half-Day 180th Day of School-Grades 1-12	June 11 June 5
Half-Day 185th Day of School-Grades 1-12	June 18 June 12

*The District is required to provide a school calendar with 185 days of school scheduled. The last day of school will be a half-day whenever it falls.

Holidays & Vacations




Labor Day	Sep 2
Columbus Day	Oct 14
Veterans' Day	Nov 11
Thanksgiving Recess	Nov 27-29
Winter Recess	Dec 23-Jan 1
Martin Luther King, Jr. Day	Jan 20
February Recess	Feb 17-21
Patriots Day	Apr 20
Memorial Day	May 25

Teacher Training

Staff Orientation	Aug 26
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Staff Development Days

Full Day	Nov 8
Full Day	May 11
Half-Day	Sep 26
Half-Day	Oct 24
Half-Day	Jan 30
Half-Day	Mar 12
Half-Day	May 22
Half-Day	Last day of school

-  Half Days
-  School not in Session
-  First day of school

Approved by WRSDC 2/11/2019

Approved as amended by WRSDC 7/9/2019



OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General
One Ashburton Place
Boston, MA 02108

Please note that all fields are required unless otherwise noted.

Your Contact Information:

First Name: Christina Last Name: Smith

Address: 362 Sterling Rd

City: Jefferson State: MA Zip Code: 01522

Phone Number: 508-468-7929 Ext. _____

Email: christina_smithSC@wrsd.net

Organization or Media Affiliation (if any): _____

Are you filing the complaint in your capacity as an individual, representative of an organization, or media?

(For statistical purposes only)

☒ Individual ☐ Organization ☐ Media

Public Body that is the subject of this complaint:

☐ City/Town ☐ County ☒ Regional/District ☐ State

Name of Public Body (including city/town, county or region, if applicable): Wachusett Regional School District Committee

Specific person(s), if any, you allege committed the violation: Matthew Lavoie

Date of alleged violation: 4/7/2020

Description of alleged violation:

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

At the WRSDSC meeting on 4/6/2020, the topic of school choice was on the agenda. When it came up on the agenda, member Lavoie stated that it was his intention not to support school choice for the 2020-21 school year. Member Dennis and another member made a request for more information. Subsequently, a motion was passed by the body to take up the topic of school choice at a future meeting. Member Lavoie voted against the motion.

On the morning of 4/7/2020, member Lavoie sent successive emails to the WRSDSC members. One was sent at 6:08 a.m. and stating that it was "For information only" and then member Lavoie wrote a personal message to the body stating: "Since the majority of the body last night did not have enough information to decide on School Choice or there was too much stress to make an informed decision, I have provided an article from MASC (the body we use to guide our policies) on their stance on School Choice as an unfunded mandate. The original article is here: (he provided a link). The document that he provided a link to has two bullet points about school choice. Member Lavoie copied both of these in the text of his email. A second email was sent at 6:17 a.m. and stated: "For information purposes only. I know Dr. McCall was given the opportunity to address his beliefs on School Choice, but unless something has changed, this was/is Dr. McCall's statement on School Choice: 'After we spoke the other evening I had already made a decision not to pursue school choice at this time as we agreed the best thing for the district would be to focus on keeping our students from leaving. As I mentioned when I became superintendent, we can't use school choice as a financial bandage.'"

Over the course of the last two weeks, Member Lavoie has sent emails to the entire WRSDSC and the Chair of the WRSDSC on 3/24/2020, 3/26/2020, and on 4/7/2020 sent messages in response to Member Lavoie's emails asking that the committee to not reply all. (From 3/24/2020--"Please do not reply all to messages that could be considered deliberations as this would constitute a violation of the the open meeting law" and from 3/26/2020--"Please do not reply all. Discussions among the committee outside of an open meeting is a violation of the open meeting law" and from 4/7/2020--"Please do not respond all, as deliberation by email is a violation of the open meeting law.")

During the meeting on 4/6/2020, he shared his perspective on school choice and stated something to the effect that he would not be changing his mind at any future date or vote. In the alleged violation of open meeting law from 4/7/2020, member Lavoie is sharing his opinion on school choice, and in my opinion, he is trying to persuade committee members to vote against school choice. The Open Meeting Law Guide states that: "Note that the expression of an opinion on matters within the body's jurisdiction to a quorum of a public body is a deliberation, even if no other public body member responds. If a member of a public body sends an email to a quorum of a public body expressing her opinion on a matter that could come before that body, this communication violated the law even if none of the recipients respond." Just writing "For information only" or "For information purposes only" does not mean that is what the contents of an email contain. Labeling something incorrectly does not excuse a blatant sharing of an opinion with a public body not in open session.

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

With continued admonishments from the Chair of the WRSDSC about potential open meeting law violations, member Lavoie continues to share what he sees as "information" with the committee via email or posts his questions of the superintendent, which show his opinion, to the WRSDSC. I would like for the member to refrain from sending emails that are in violation of the open meeting law. I would like for the member to undergo the training for public bodies to assure that he is knowledgeable about open meeting law.

Review, sign, and submit your complaint

I. Disclosure of Your Complaint.

Public Record. Under most circumstances, your complaint, and any documents submitted with your complaint, is considered a public record and will be available to any member of the public upon request.

Publication to Website. As part of the Open Data Initiative, the AGO will publish to its website certain information regarding your complaint, including your name and the name of the public body. The AGO will not publish your contact information.

II. Consulting With a Private Attorney.

The AGO cannot give you legal advice and is not able to be your private attorney, but represents the public interest. If you have any questions concerning your individual legal rights or responsibilities you should contact a private attorney.

III. Submit Your Complaint to the Public Body.

The complaint must be filed first with the public body. If you have any questions, please contact the Division of Open Government by calling (617) 963-2540 or by email to openmeeting@state.ma.us.

By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

Signed: Christopher M. Smith

Date: 4-7-2020

For Use By Public Body

For Use By AGO

Date Received by Public Body:

Date Received by AGO:



OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General
One Ashburton Place
Boston, MA 02108

Please note that all fields are required unless otherwise noted.

Your Contact Information:

First Name: Matthew Last Name: Lavoie

Address: 28 Grizzly Drive

City: Rutland State: MA Zip Code: 01543

Phone Number: 857.891.6164 Ext. _____

Email: matthew_lavoie@hotmail.com

Organization or Media Affiliation (if any): _____

Are you filing the complaint in your capacity as an individual, representative of an organization, or media?

(For statistical purposes only)

☒ Individual ☐ Organization ☐ Media

Public Body that is the subject of this complaint:

☐ City/Town ☐ County ☒ Regional/District ☐ State

Name of Public Body (including city/town, county or region, if applicable): Wachusett Regional School District School Committee

Specific person(s), if any, you allege committed the violation: Kenneth Mills

Date of alleged violation: 04.06.2020

Description of alleged violation:

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

The Wachuset Regional School District School Committee met on 4.6.2020 and one of the items on the published agenda was a primary motion on acceptance of School Choice for FY 2021.

I have outlined the steps that happened when this agenda item came up during Open Meeting Session. Please note, I waited until the video recording of the meeting was posted on Cable TV to file this report so it accurately reflects the following events that took place during the meeting on 04.06.2020. I have also included quotations where applicable, but strongly encourage anyone reviewing this complaint to rewatch the meeting in question to witness the following events take place:

1. During the deliberation of the primary motion, Member Megan Weeks commented in a chat that was monitored by WRSDSC Chairperson Member Kenneth Mills. This comment in the chat was posted while another member of the School Committee, Michael Dennis had the floor during deliberation of the main motion. Although, the comments are not directly visible to the viewing audience and public, Member Mills read a comment that Member Weeks made indicating and I quote Member Mills direct reference to Member Weeks' comment: 'she would like to make a motion to postpone.'
2. Member Mills then acknowledged Member Weeks had the floor and asked Member Weeks if she wanted to make a motion to have the floor and make the motion. Member Mills statement to member Weeks was: 'Megan (Member Weeks) if you'd like to make a motion, you'd make a motion to postpone definitely' off by Chairperson Member Mills.
3. Member Weeks was then given the floor to make the motion. She stated: 'I just want to echo Member Dennis' point' and was immediately cut off by Chairperson Member Mills. ML
4. When Member Mills cut Member Weeks off from speaking in mid-sentence Member Mills stated the following: 'So, just before you do, you're going to make a motion and it needs a second'
5. Member Weeks was not given the floor back to make the secondary motion suggested by Member Mills.
6. Member Mills then proceeded to take a second on the secondary motion. This secondary motion was never made by Member Weeks or any other member of the WRSDSC.
7. Although a secondary motion was never made, Member Mills violated Open Meeting Law by proceeding to then take a second on that motion, thus initiating deliberation and successfully passing the secondary motion (that was never made) passed.
8. The actions outlined above did not allow the primary motion (which was made and seconded) to be deliberated and voted on during open meeting session. By circumventing proper Parliamentary process and violating Open Meeting Law, the actions above appear to possibly be orchestrated by the Chairperson of the WRSDSC to kill any vote on the primary motion. In short, When Member Weeks was acknowledged as having the floor, the chair, Member Mills, mentioned that Member Weeks indicated she wanted to make a motion. Proper parliamentary process / open meeting process was never followed in presenting the secondary motion and given such a secondary motion should have never proceeded to a vote.

I do believe the actions of Chair Mills to initiate a secondary motion may have been intentional. A few extra points of note: Prior to Member Weeks being acknowledged with the floor, Member Mills did give Member Michael Dennis 2 options to make a secondary motion. It appeared out of the norm for Chairperson Mills to suggest a secondary motion to another member during deliberation of a primary motion when deliberation just began. Additionally, later in the School Committee meeting, Chairperson Mills acknowledged that it was his fault and mistake that he never allowed the Superintendent to speak about the primary motion during the deliberation. Lastly Member Mills, was the only member of the School Committee to abstain from voting on the secondary motion. Voting required a roll-call vote and in these situations Chairperson Mills does not randomize the voting order and leaves himself to vote last (after seeing all other members votes). It is his right to do so, but if the meeting is rewatched, it is quite clear that a secondary motion was never made by Member Weeks and the process was controlled by Chairperson Mills.

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

I would like to see the WRSDSC vote on the secondary motion above be voided and removed from the record as passing. I would like to see WRSDSC follow proper parliamentary process when a primary motion is made and prevent the situation that occurred on 04.06.2020 from happening again. Part of this process may be for WRSDSC to initiate a formal 'randomized' process to capture 'roll call' votes in the future rather than predictably giving one member (the chair) the ability to cast the last vote.

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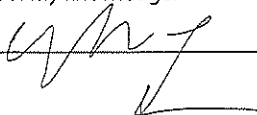
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By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

Signed: _____



Date: 04.07.2020

For Use By Public Body
Date Received by Public Body:

For Use By AGO
Date Received by AGO: