

Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

June 25, 2020

To: *Wachusett Regional School District Committee*

Nicole Amos	Linda Long-Bellil
Krista Bennett	Kenneth Mills
Scott Brown	Benjamin Mitchel
Michael Dennis	Karl Ottmar
Maleah Gustafson	Asima Silva
Sherrie Haber	Christina Smith
Jeffrey Haynes	Megan Weeks
Robert Imber	Linda Woodland
Laura Kirshenbaum	Adam Young
Matthew Lavoie	

From: Darryll McCall, Ed.D., Superintendent of Schools

SUBJECT: Superintendent's Report

School Committee Members, Roster, and Posting

As of this date, three of the five Member Towns have held their local elections and I would like to welcome our newest members to the School Committee. Nicole Amos of Rutland and Krista Bennett of Holden have joined the WRSDC after Monday's elections in Holden and Rutland. Member Amos and Member Bennett have both been sworn in and will be at Tuesday's virtual meeting. I look forward to welcoming them to the "table."

I welcome back Scott Brown, Mike Dennis, and Laura Kirshenbaum who were re-elected at Monday's elections in Holden and Jeff Haynes, re-elected at Rutland's election.

The towns of Paxton and Sterling will conduct local elections on Monday, June 29th, after which we are hopeful to have a complete roster of 22 members of the WRSDC. Karl Ottmar is on the Paxton election ballot for the open three year seat on the Committee.

The updated WRSDC roster is attached (attachment 1).

I would also like to welcome our two new Student Representatives - Kathryn Mangus, a soon-to-be senior from Paxton, and Kenichi Gomi, a soon-to-be junior from Princeton, will be joining us for the coming year, representing the student body (attachment 2).

Attached is the updated posting of meetings scheduled for June and July (attachment 3). You will note the June Organizational Meeting and regular School Committee meeting have been scheduled for Tuesday, June 30th, beginning at 7:00 PM via Google Meet. The regular School Committee meeting in July is scheduled for Monday, July 13th, at 7:00 PM. The full Committee needs to meet before July 15th in order to act on any final FY20 budget items. Review and approval of the full schedule for meetings for the coming year will be brought before the new Committee at the June 30th regular meeting (attachment 4).

Tuesday evening's Organizational and regular School Committee meetings will be by remote participation via Google Meet. An invitation to Tuesday's meetings has been sent/shared with members of the School Committee, the Student Representatives, Central Office executive staff, Senator Gobi and Representative Ferguson, and the new president of the WREA. If you have not yet done so, please "accept" the invitation if you are intending to participate in the meeting. Using a laptop with the Meet connection is preferable, though calling in by cell phone is also an option, though not the preferred way to participate. I am attaching the step-by-step instructions for setting up and using this virtual meeting platform, easy to understand and follow thanks to Barry Sclar (attachment 5).

I will open the Organizational Meeting at 7:00 PM and members will elect the next WRSDC Chair and Vice-chair. Due to the meeting being conducted remotely, upon advice from District Counsel, the election of the Chair and Vice-chair will be by roll call vote. At the conclusion of the Organizational Meeting, the new Chair will open the regular meeting.

At the start of the meeting, under the first Public Hearing, 2019 WRHS graduate and Rutland resident Belle McNamara plans to address the Committee, speaking about the importance of arts education. Belle has shared her college research paper titled *The Drama of Arts Education in America: Why Arts Education Funding is More Important Now than Ever* (attachment 6). Other members of the public will have the opportunity to have their questions asked/comments made by emailing them to questions@wrsd.net, and these comments and/or questions will be read aloud for the record. The remainder of the agenda will proceed from there.

For planning and quorum purposes, please advise if you are unable to participate in Tuesday evening's meeting

State of Year Information

Attached is a blank Biographical Information form, seeking member information for inclusion on the District website (attachment 7). Veteran members, if you need to update your information, please do so. New members, please provide us with your information for posting on the website. Once the new Chair and Vice-chair are elected, the Chair will appointment subcommittees to serve the coming year. Attached is a subcommittee/school council preference sheet, so you may indicate to the Chair your areas of interest (attachment 8). Please share these completed documents with Rebecca Petersen (rebecca_petersen@wrsd.net) or by USPS (1754 Main Street, Jefferson, MA 01522), and she will share them with the new Chair.

WRSD Senior Events

The evening of June 17th, the WRHS Class of 2020 celebrated and were recognized during a virtual graduation ceremony. This strong, resilient, competent class of students are to be commended for their strength as they went through their senior year. Please join me in extending hearty congratulations to the 500+ students in the Class of 2020. The virtual ceremony can be viewed at gradcaster.com.

Massachusetts Foreign Language Association Winners

Congratulations to Señorita Loughlin's Thomas Prince Spanish students for doing so well in the Massachusetts Foreign Language Association (MAFLA) contests (attachment 9)! Every spring MAFLA runs a poster, video, essay, and digital art contest to celebrate Foreign Language Week in March. Students were able to submit their work just as we closed for the year. This year's theme was "Creating Cross Cultural Connections" and students did a great job celebrating the theme with their creativity and hard work. Please join me in congratulating TPS 7th graders Riley Howard and Lainey Deloge (https://www.youtube.com/watch?v=l_boQTsEedo&t=18s); TPS 7th graders Kate Robinson and Phoebe Burbank (<https://www.youtube.com/watch?v=BvDsLmzD3E0>); Digital Art Contest Honorable Mention winners Nate Turner-Clarke, grade 8, and Hannah Parry, grade 7; Essay Contest Honorable Mention winners Lucy Patterson, grade 8, Jane Zgurzynski, grade 8.

Wind Beneath their Wings Recipients

A sad result of schools closing in mid-March is the cancellation of the annual Wind beneath Their Wings event and recognitions, held in May of each year. I am pleased to share the listing of WBTW nominees for the 2019-2020 school year (attachment 10). This event is always a highlight of the spring, giving students and parents the opportunity to thank Wachusett staff for their services, kindness, and dedication shown to students throughout the year. Thank you "Wind recipients" for always putting your students first!

COVID-19 and the Impact on Schooling

- Today I participated in a Zoom meeting with the Commissioner and others from DESE, when we learned of Governor Baker's initial guidance for reopening schools in the fall. Immediately after the call, I sent a SchoolMessenger to the Wachusett community updating families, students, and staff of this initial guidance and providing a link to the DESE Initial Guidance document (attachments 11 & 12).

Resolutions

Following the Committee's May 26, 2020 vote to approve the *Resolution in Support of Education Funding for COVID-19*, the resolution was sent to our legislators, requesting their support for much needed additional funding (attachment 13). Congressman Jim McGovern sent his thanks to the School Committee for sharing the WRSDC resolution (attachment 14).

The Massachusetts Association of School Committees sent a Member Alert last week, recommending School Committees consider approving two resolutions: *COVID-19 State Funding* and *School Committee Anti-Racism Resolution* (attachment 15). WRSDC action on these two recommended resolutions is not on the agenda for Tuesday's meeting, but I suggest that we as a committee review these documents and consider approving the two resolutions and sharing with our state and federal officials.

Annual Town Meetings

The first of the five Annual Town Meetings took place Monday evening, at the Sterling Airport. Under these unusual circumstances, I will say that the town of Sterling made the most of conducting the ATM in a safe and socially distant and respectful environment. Director Deedy and I had the opportunity to attend and I addressed a few questions concerning schools. I would also like to thank the town of Sterling for supporting our budget proposal Monday evening.

This coming Saturday, June 27th, the towns of Princeton and Rutland will conduct their Annual Town Meetings. These meetings, similar to Sterling's, will be conducted outdoors, observing social distancing and safety regulations. Princeton's meeting will begin at 10:00 AM and will be held on the field at Thomas Prince School. Rutland's meeting will begin at 4:00 that afternoon, in the parking lot at Glenwood Elementary School.

Next Monday evening, June 29th, Holden's ATM will be held at WRHS, beginning at 7:00 PM. I plan to attend all ATMs and I had informed the Town Moderators (attachment 16).

Budget Updates

- FY20 Budget

Director Deedy is requesting authorization by the School Committee for two FY20 budget transfers. Action by the Committee to authorize these transfers is on Tuesday's agenda.

- FY21 Proposed Budget

As you know, we continue to await more information from both the state and federal governments concerning additional funding for our schools. With this in mind, we will be sharing with you a timeline associated with budget triggers that we will use to help guide us through this process.

First Payment Assessment Billing Notices

District Treasurer Dunbar has sent the towns of Paxton and Princeton their FY21 first assessment billing notices (attachment 17).

Action by the School Committee

- FY21 Revolving Funds in accordance with M.G.L. Ch. 44, Sect. 53E ½, to be expensed under the direction of the Superintendent of Schools (or designee), to be credited with receipts from acknowledged revenue sources, to be expended for their respective stated purposes, and not to exceed the authorized amounts.
- FY21 Student Activity Funds in accordance with M.G.L. Ch. 71 Sect. 47, for funds belonging to the students and not to the District or school control, to be credited with receipts from acknowledged revenue sources, to be expended for their respective stated purposes, and not to exceed the authorized amounts.

Annually, the School Committee authorizes the District's Revolving Funds and Student Activity Funds, and this authorization is on Tuesday's agenda (attachments 18 & 19).

- Amendments to the Contracts with Transportation Providers

As this Report is being prepared, Director Deedy continues to negotiate with the District's transportation providers (AA Transportation, Inc. of Shrewsbury and Van Pool Transportation).

Extended School Year (ESY)

At Tuesday's meeting Administrator of Special Education Smith will provide an update and overview of plans for this summer's extended school year services.

Student Opportunity Act (SOA)

I have received notification from DESE that the SOA Plan deadline has been extended until August 18, 2020 (attachment 20). The likelihood of these funds being reduced or eliminated is becoming greater as more time passes and the state revenue shortfall grows.

Superintendent's Annual Evaluation

At Tuesday's meeting, the School Committee's 2019-2020 Annual Evaluation of the Superintendent will be presented to the full Committee and acceptance of the evaluation is on Tuesday evening's agenda.

I would like to thank those who completed the Superintendent's Annual Evaluation using the online tool. Working in conjunction with the Superintendent Goals and Evaluation Subcommittee, we created an assessment tool that was user friendly. I would also like to thank the members of that subcommittee for their work over the past several months.

For the record, I attach a copy of my Evaluation Narrative, which was shared with all School Committee members on June 9, 2020 to provide information and updates to members as you

prepared to complete the online Superintendent evaluation (attachment 21). I hope you found the document, with links, helpful, and informative as an overview of the past twelve months.

Employment Agreement between the WRSD and Dr. Darryll McCall

Following the vote of the full School Committee on May 11, 2020, my contract as Superintendent of Schools for the term July 1, 2020 through June 20, 2023 has been fully executed and a copy of the contract is attached for your information (attachment 22). I wish to thank the Committee for giving me the opportunity to continue in my position for the next several years and I look forward to leading such a wonderful district. With negotiations concluded, the Ad Hoc Subcommittee to Negotiate the Superintendent's Contract can be discharged, and that action is on the agenda.

MOAs with WREA

If discussions with the WREA about two proposed Memorandum of Agreements conclude in time, copies of the documents/MOAs will be sent to members in advance of Tuesday's meeting. Action by the full Committee authorizing my signing of these MOAs is on the agenda for Tuesday, in anticipation of successful negotiations with the WREA.

Subcommittee Minutes

- Minutes of the January 13, 2020 meeting of the Facilities and Security Subcommittee (Subcommittee Minutes 1)
- Minutes of the January 27, 2020 meeting of the Facilities and Security Subcommittee (Subcommittee Minutes 2)
- Minutes of the January 27, 2020 executive session of the Facilities and Security Subcommittee (Subcommittee Minutes 3)
- Minutes of the June 3, 2020 meeting of the Superintendent Goals and Evaluation Subcommittee (Subcommittee Minutes 4)
- Minutes of the June 4, 2020 meeting of the Business/Finance Subcommittee (Subcommittee Minutes 5)

Chair's Correspondence

- June 9, 2020 correspondence to Public Hearing participants (Chair's Correspondence 1)
- June 9, 2020 correspondence to Nyanna Slaughter (Chair's Correspondence 2)
- June 9, 2020 correspondence to Abby McCartney (Chair's Correspondence 3)
- June 9, 2020 correspondence to WREA President Heidi Lahey (Chair's Correspondence 4)

Should you have any questions, please contact me at your convenience.

cc: Executive Staff
DM:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

Organizational Meeting

Agenda

Tuesday, June 30, 2020
7:00 PM

Meeting to be conducted remotely, using Google Meet

- I. Call to Order
- II. Election of Chairman
- III. Election of Vice Chairman
- IV. Adjournment

If you cannot attend the June 30th Wachusett Regional School District Committee Organizational Meeting, please contact Rebecca Petersen at (508) 829-1670 Ext. 230.

WACHUSETT REGIONAL SCHOOL DISTRICT
HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

Agenda

Regular Meeting #1346

Tuesday, June 30, 2020
7:00 PM

Meeting to be conducted remotely, using Google Meet

- I. Public Hearing
- II. Chair's Opening Remarks
- III. Student Representatives' Reports (K. Gomi, K. Mangus)
- IV. Superintendent's Report
 - A. Discussion of Report
 - B. Recommendations Requiring Action by the School Committee
 - 1. To accept the Annual Evaluation of the Superintendent of Schools
 - 2. To authorize the Superintendent of Schools to sign the Memorandum of Agreement Between WRSD and the WREA – *Special Education Extended School Year*
 - 3. To authorize the Superintendent of Schools to sign the Memorandum of Agreement Between WRSD and the WREA – *Early Retirement Incentive*
 - 4. To accept the settlement agreement between AA Transportation for Home to School Transportation, Special Education In-District and Special Education Out-of-District and the Wachusett Regional School District whereby invoices for the total closure days of 62 days are pro-rated with a payment to the vendor of 75% of total invoice, with the District realizing a savings of 25%.
 - 5. To accept the settlement agreement between Van Pool Transportation for Special Education Out-of-District Transportation and the Wachusett Regional School District whereby invoices for the total closure days of 62 days are pro-rated with a payment to the vendor of 75% of total invoice, with the District realizing a savings of 25%.
 - 6. To authorize the use of \$450,000 of certified "Excess and Deficiency" funds from the Excess and Deficiency Account as a funding source for the WRSD FY21 budget, due to expected

cuts in FY21 state education aid from the Commonwealth of Massachusetts due to the COVID-19 crisis.

7. To authorize a budget transfer of \$150,000 from the Transportation Appropriation to the Transportation Stabilization Account
8. To authorize a budget transfer of \$148,000 from the Instructional Support Appropriation to the Benefits and Insurance Appropriation.
9. To authorize a budget transfer of \$20,364 from the Operations and Maintenance Appropriation to the Other Operating Costs Appropriation.
10. To authorize the listed FY21 Revolving Funds in accordance with M.G.L. Ch. 44, Sect. 53E ½, to be expensed under the direction of the Superintendent of Schools (or designee), to be credited with receipts from acknowledged revenue sources, to be expended for their respective stated purposes, and not to exceed the authorized amounts.
11. To authorize the listed FY21 Student Activity Funds in accordance with M.G.L. Ch. 71 Sect. 47, for funds belonging to the students and not to the District or school control, to be credited with receipts from acknowledged revenue sources, to be expended for their respective stated purposes, and not to exceed the authorized amounts.
12. To approve the 2020-2021 School Committee Meeting Schedule

V. Unfinished Business

VI. Secretary's Report

- A. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on March 9, 2020
- B. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on May 11, 2020
- C. Approval of #1344 Regular Meeting Minutes of the Wachusett Regional School District Committee held on May 26, 2020 – enclosed
- D. Approval of #1345 Regular Meeting Minutes of the Wachusett Regional School District Committee held on June 8, 2020 – enclosed

VII. Treasurer's Report/Financial Statements

VIII. Committee Reports

- A. Management Subcommittee
- B. Education Subcommittee
- C. Business/Finance Subcommittee (M. Dennis, Chair, B. Mitchel, Vice-chair, M. Gustafson, J. Haynes, L. Long-Bellil, K. Ottmar)
- D. Legal Affairs Subcommittee
- E. Superintendent Goals and Evaluation Subcommittee
- F. Facilities and Security Subcommittee
- G. Audit Advisory Board
- H. Ad Hoc Subcommittees

1. Ad Hoc Subcommittee to Negotiate the Superintendent's Contract

Motion: To discharge the Ad Hoc Subcommittee to Negotiate the Superintendent's Contract

- I. Building Committees
- J. School Council Reports:

Central Tree Middle School, Chocksett Middle School, Davis Hill Elementary School, Dawson Elementary School, Glenwood Elementary School, Houghton Elementary School, Mayo Elementary School, Mountview Middle School, Naquag Elementary School, Paxton Center School, Thomas Prince School, Wachusett Regional High School, Special Education Parent Advisory Council, Early Childhood Center

- IX. Public Hearing
- X. New Business
- XI. Adjournment

If you cannot attend the June 30, 2020 Wachusett Regional School District Committee meeting, please contact Rebecca Petersen at (508) 829-1670 Ext. 230.

WACHUSETT REGIONAL SCHOOL DISTRICT

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DRAFT Minutes

Monday, March 9, 2020
6:00 PM

Executive Session

Media Center
Wachusett Regional High School
1401 Main Street, Holden

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	Asima Silva (6:10 PM)
Maleah Gustafson (6:08 PM)	Megan Weeks
Sherri Haber	Linda Woodland
Jeffrey Haynes	

Committee Members Absent:

Stephen Godbout	Benjamin Mitchel
Robert Imber	Karl Ottmar
Sarah LaMountain	Adam Young

Committee Members Participating Remotely:

None

Administration Present:

Rebecca Petersen, Executive Secretary to the Superintendent

I. Call to Order

Chair Mills called the meeting to order at 6:04 PM.

II. Executive Session to conduct strategy session in preparation for negotiations with non-union personnel (Darryll McCall, Superintendent of Schools), not to return to public session

Chair Mills reported on recent meetings of the Ad Hoc Subcommittee to Negotiate the Superintendent's Contract, and he distributed "March 9, 2020 Proposal 2 *Justification for proposed employment contract between WRSD and Darryll McCall, Ed.D., Superintendent of Schools* (attachment 1). Chair Mills gave members the opportunity to read this proposal.

6:08 PM Member Gustafson joined the meeting.

6:10 PM Member Silva joined the meeting.

Chair Mills called members' attention to the chart on page 3 of the proposal, and provided details on development of the chart/information.

Ad Hoc Subcommittee Vice-chair Weeks reported that Superintendent McCall has indicated his desire to continue as Superintendent of WRSD, and she mentioned that the term/length of his contract is important to him.

Discussion about Proposal 2 began. Points of discussion included the fact that the Superintendent serving as Chief Negotiator is not included in Proposal 2. Member Lavoie voiced his concern that Proposal 2 does not accurately reflect discussions the ad hoc subcommittee had with Superintendent McCall when they met on March 2, 2020, and he does not feel that progress has been made. Chair Mills reported this ad hoc subcommittee will be meeting on March 10, 2020.

Ad Hoc Subcommittee Vice-chair Weeks asked members of the full School Committee for their feedback/input. Most members participated in the conversation. Much of the discussion centered on the term of the next contract with Superintendent McCall. Chair Mills explained he is also looking for full Committee direction about the end date of Superintendent McCall's current contract/start of a date for a new contract for the Superintendent of Schools. Another focus of the discussion was the evaluation process and the 360° evaluation. There was some discussion about the salary for FY21 (or the start of a new contract). A member asked the Chair his opinion of Superintendent McCall's reaction if his terms are not met. Some additional discussion and conversation took place.

III. Adjournment

Motion: To adjourn executive session, not to return to public session
(M. Dennis)
(S. Brown)

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala

Scott Brown
Michael Dennis
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Asima Silva
Megan Weeks
Linda Woodland

Opposed:
None

The motion was approved unanimously.

The executive session adjourned at 7:03 PM.

Respectfully submitted,

Kenneth Mills, Chair
Wachusett Regional School District Committee

KM:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

DRAFT Minutes

Monday, May 11, 2020

Executive Session

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

Wachusett Regional School District Committee

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

Committee Members Absent:

Christina Smith, Vice-chair	Stephen Godbout
Scott Brown	

Administration Present:

Rebecca Petersen, Executive Secretary to the Superintendent

Others: Naomi Stonberg, District Counsel

I. Call to Order

Chair Mills called the executive session to order at 9:24 PM.

II. Executive Session to conduct strategy session in preparation for negotiations with non-union personnel (Darryll McCall, Superintendent of Schools), to return to public session

For the information of members, Chair Mills projected a draft of a contract with Superintendent Darryll McCall. Discussion of the proposed contract between the WRSD and Dr. Darryll McCall ensued. Chair Mills explained the proposed contract term is three years, July 1, 2020 – June 30, 2023. The significance of the November 1, 2022 negotiation date was questioned, discussed, and debated.

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

(M. Weeks)
(L. Long-Bellil)

Roll call vote:

In favor:

Kenneth Mills
Melissa Ayala
Michael Dennis
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.

Discussion of the draft contract and the significance of the November 1, 2022 negotiation date continued. Upon inquiry, Chair Mills confirmed the proposed contract is three years in length, beginning July 1, 2020. Inserting “in an effort,” or words to that effect, in the paragraph relating to the November 1, 2022 negotiating date was suggested. When asked, Attorney Stonberg voiced her opinion that this edit would not have much of an impact, and she believed Superintendent McCall and his attorney would not object to such an edit. Some additional discussion about **Employment** Article One, 1-1 continued.

10:15 PM Member Young left the meeting.

Chair Mills next projected **Conditions of Employment** Article Two, 2.1. Chair Mills explained the language addressing the evaluation process and edited dates for the annual evaluation of the Superintendent. Discussion ensued.

10:25 PM Member Mitchel left the meeting.

Chair Mills continued, explaining Article Three, 3-1 (Compensation and Benefits) and Article Four, 4-1.1 (Vacation and Leaves) are connected, and he explained the changes to the language. The proposed FY21 salary of the Superintendent was discussed.

Chair Mills concluded the review of the proposed contract stating all other language in the proposed contract is the same as what is in the current contract with Superintendent McCall.

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

(M. Lavoie)

(A. Silva)

Roll call vote:

In favor:

Kenneth Mills
Melissa Ayala
Michael Dennis
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Karl Ottmar
Asima Silva
Megan Weeks
Linda Woodland

Opposed:

None

The motion passed unanimously.

10:26 PM Member Silva left the meeting.

Member Lavoie, a member of the Ad Hoc Subcommittee to Negotiate the Superintendent's Contract reported that subcommittee had voted in support of the draft contract with the Superintendent.

Motion: To approve the draft contract between the Wachusett Regional School District and Dr. Darryll McCall, inclusive of the edited/added language in Article One, Section 1.1.

(L. Long-Bellil)

(L. Kirshenbaum)

Roll call vote:

In favor:

Kenneth Mills
Melissa Ayala
Michael Dennis
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Karl Ottmar
Megan Weeks
Linda Woodland

Opposed:

None

The motion passed unanimously.

III. Adjournment

Motion: To adjourn executive session, to return to public session

(R. Imber)

(L. Kirshenbaum)

Roll call vote:

In favor:

Kenneth Mills
Melissa Ayala
Michael Dennis
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Karl Ottmar
Megan Weeks
Linda Woodland

Opposed:

None

The motion passed unanimously.

The executive session adjourned at 10:35 PM.

Respectfully submitted,

Kenneth Mills, Chair
Wachusett Regional School District Committee

KM:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN □ PAXTON □ PRINCETON □ RUTLAND □ STERLING

DRAFT Minutes

Regular Meeting #1344

Tuesday, May 26, 2020
7:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

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

Others:

District Counsel Joseph Bartulis (8:33 PM)

Chair Mills called the meeting to order at 7:03 PM.

- I. Public Hearing
- II. Chair's Opening Remarks

Chair Mills announced the meeting was streaming live on Holden TV, Channel 194, and is being conducted remotely, via Google Meet. Chair Mills extended his thanks to HCTV for assisting with broadcasting the meeting live.

Chair Mills opened the meeting explaining the Committee will be having difficult conversations in the next several weeks as the Committee and the District address the impact of school closure due to COVID-19.

Chair Mills also spoke about open seats on the School Committee, which will be brought before town residents for elections at the end of June.

Chair Mills invited Senator Gobi to address the School Committee, explaining that Representative Ferguson will not be at the meeting due to personal circumstances. Senator Gobi spoke about Federal funding under the CARES Act, noting there is not too much other information or updates that she has to share. Members were given the opportunity to ask questions of Senator Gobi, which no members had questions.

7:14 PM Senator Gobi left the meeting.

III. Student Representatives (R. Massoni-Nesman, L. Michalowski)

Student Representative Massoni-Nesman reported on the high school seniors going to the high school on May 22nd to turn in Chromebooks, textbooks, to clean out gym lockers, to pick up caps and gowns, etc. Chair Mills expressed his sincere thanks to both Rianna and Leah for their outstanding services during the past year.

IV. Superintendent's Report

A. Discussion of Report

Chair Mills turned the meeting over to Superintendent McCall before opening the meeting to questions and comments from the members.

Superintendent McCall also thanked the Student Representatives for their fine work during the past year.

Superintendent McCall reported briefly on meetings and calls he has participated in since the last School Committee meeting and is scheduled to participate in throughout the coming weeks.

At Superintendent McCall's request, Chair Mills projected the May 20, 2020 document Superintendent McCall prepared for the May 20, 2020 Business/Finance Subcommittee meeting (attachment 1). Superintendent McCall stated the District will open Fiscal Year 21 on July 1st under a 1/12th budget. Superintendent McCall walked members through the document, beginning with Tier 1 on page 2. Tier 1 does not touch staff positions. Referring to Tier 2 found on page 2, Superintendent McCall explained this tier takes into consideration some possible staff reductions. Tier 3 includes further reductions, which includes more staff, plus other expenses

including clubs, high school athletics, etc. Superintendent McCall continued with review of tiers 4 and 5.

Chair Mills spoke about possible steps moving forward, one being use of E&D (Excess & Deficiency) funds, plus the issuing of “pink slips” once it is determined what cuts will be needed. Chair Mills asked the Superintendent about the status of the task force named to address the reopening of schools. Superintendent McCall reported that Director of SEL Keenan is working on this and the first meeting is scheduled for June 4, 2020. Chair Mills asked that the membership of the task force be shared with the School Committee.

Chair Mills then asked Business/Finance Subcommittee Chair Dennis to address the Committee. Subcommittee Chair Dennis referred to his analogy of the “three valves” –

- #1 Revenue reductions to FY20 level based on 1/12th budget
- #2 Cash flow restriction due to 1/12th budget (the point at which we do not have sufficient funds to cover payroll + expenses and by how much)
- #3 Reductions to state aid from FY20 levels

Subcommittee Chair Dennis spoke about potential reductions, noting the June 15th deadline for notifying teachers of positions that are being cut. He spoke about the importance of timelines and deadlines. Superintendent McCall confirmed District administration is in the process of meeting with representatives from the bargaining units to discuss the budget. Superintendent McCall confirmed that it is only non-professional teaching staff who have the June 15th notification deadline.

Chair Mills opened the floor to members for their comments and questions.

Member Godbout – passed

Member Gustafson spoke about social emotional needs and the importance of counseling support.

Member Haber

Member Imber

Member Kirshenbaum expressed how unfortunate it is that exercises need to be taken in consideration of possible staffing reductions. She suggested an exercise if the District has to continue remote learning next school year, what will it look like for services provided if it is necessary to go through Tiers 1, 2, 3, how could remote learning be addressed with 65 positions being cut. Member Kirshenbaum mentioned stimulus funds to help mitigate the projected budget deficits.

Member Lavoie would like to see potential cuts in Tiers 2 to 5 in totality. Maybe this is an opportunity to see if remote learning is a new option for learning/teaching, for those students who embraced this method of education.

Member Long-Bellil

Member Michalowski spoke about increasing fees and prioritizing reductions based on information from the state.

Member Mitchel inquired about additional negotiations with the eight bargaining units, citing a possible salary freeze previously mentioned by Superintendent McCall.

Member Long-Bellil asked about exploring other options v layoffs, i.e. furloughs, noting that the statutory deadline of June 15th is not set in stone, so that could be altered if desired. She suggesting reaching out to legislators if this is considered.

Member Ottmar spoke about the grim picture being painted to get to where the District needs to be budget-wise, if potential cuts need to be made.

Member Silva reiterated Member Lavoie's comments about looking at a hybrid model because some students have embraced remote learning.

Vice-chair Smith

Member Weeks would support pay freezes in order to save staff, if the unions will agree. It is hoped DESE will provide clear guidance by July 1, in preparation for the fall.

Member Woodland agreed with District administration having conversations with the unions to try to address the budget shortfall. She also had a question about how schools and programs might look when school resumes if significant cuts are made.

Chair Mills asked Superintendent McCall to speak to Member Woodland's question about District administration meeting with the unions. Superintendent McCall reported on meetings already held with the eight bargaining units, plus the meeting with the PEC. Once more defined information is available, Superintendent McCall will be able to provide a more detailed report. Chair Mills agreed that talking about individual programs should not take place at this time, but a general discussion about how classrooms and schools will look under the potential cuts is appropriate. Superintendent McCall spoke about teachers v programs. He explained that once you start taking away programs (i.e. high school athletics), the District will start to loose students. Superintendent McCall also cautioned that class sizes will start to balloon under drastic cuts.

At Member Gustafson's inquiry, Superintendent McCall explained that not all paraprofessional staff are tied back to servicing special education students.

Member Young spoke about special education tuitions and cautioned the District to be mindful when making in-District cuts to still be in compliance, because out-of-District tuitions are expensive, and there are also costs associated when parents and the District go to arbitration about a placement. When asked, Director Deedy

explained there are restrictions connected to prepaying some expenses, such as out-of-District tuitions and/or transportation.

Member Ayala asked if the Committee would be provided FY21 budget numbers by June 15th, which Superintendent McCall said is unlikely due to the state budget most likely not being approved by that date. Superintendent McCall explained that approximately 30% of funding is from the state, so if state revenues drop that directly impacts school districts. Wachusett is not a needy district, so federal dollars are not as great as some districts. Superintendent McCall is hopeful that the next round of federal dollars will not have as many restrictions.

Member Brown, Chair of the Legal Affairs Subcommittee, thanked District administration for the document provided, with very sobering numbers. Member Brown reported the Legal Affairs Subcommittee has reviewed the eight union contracts, with District Counsel involved, and that only the contract with the WREA has the June 15th deadline. He also reported the District and WREA will meet to impact bargain.

Member Dennis spoke about the two important tasks ahead: budget planning for FY21 and secondly reopening of schools for the 2020-2021 school year. These tasks needs 100% attention, and he again mentioned meeting various timelines.

Chair Mills stressed the importance of contingency planning for the reopening of schools.

Member Gustafson asked about plans for ESY (Extended School Year), mentioning she had hear something about a hybrid model for the summer, but she had also heard that Wachusett could be half day and all remote.

Member Kirshenbaum spoke about the reopening of schools, stressing the importance of maximizing face time between teachers and students, as a cornerstone of moving forward. She also spoke about a lesson learned from this year is that reliable access to technology needs to be planned for, including professional development for staff.

Member Lavoie also asked that the Committee be kept apprised about plans for ESY services.

B. Recommendations Requiring Action by the School Committee

1. Motion: To support the Resolution for Enhanced Federal Funding
(R. Imber)
(L. Kirshenbaum)

Chair Mills spoke to the resolution and the need for the federal government to work together and agree on a new stimulus package. Chair Mills explained the Wachusett resolution was partially drawn from resolutions by both the Boston School Committee and the Federation of Teachers.

8:33 PM Bartulis joined the meeting.

Chair Mills read the resolution (attachment 2). Chair Mills gave members the opportunity to ask questions or to make comments.

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 was unanimously approved.

2. To authorize the Superintendent of Schools to sign an amendment to the Contract for School Transportation, dated June 19, 2018, between the Wachusett Regional School District and AA Transportation, Inc. of Shrewsbury, Massachusetts

No motion was made.

3. To authorize the Superintendent of Schools to sign an amendment to the Contract for SPED, In-District Transportation, dated July 1, 2019, between the Wachusett Regional School District and AA Transportation, Inc. of Shrewsbury, Massachusetts

No motion was made.

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

Action on the motion was deferred/passed over, awaiting action by the WREA House of Delegates on this proposed MOA.

With no objection, Chair Mills altered the meeting agenda.

V. Public Hearing:

Mary Ann Coppolino, Holden resident (attachment 3)

Lynn Hanley, Holden resident (attachment 4)

Anne Ehrenworth, Rutland resident (attachment 5)

With no objection, Chair Mills altered the meeting agenda asking Business/Finance Subcommittee Chair Dennis to present his subcommittee report while District Counsel Bartulis is in on the virtual meeting.

8:45 PM Vice-chair Smith left the meeting.

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

Subcommittee Chair Dennis thanked Attorney Bartulis for joining the meeting. The proposed amendments to the contracts the District has with AA Transportation of Shrewsbury were the topic of discussion (attachments 6 & 7) . The negotiated reduction in payment to AA Transportation is payment of 75% of the District financial obligation with AA Transportation for transportation services. Subcommittee Chair Dennis invited Director Deedy and Superintendent McCall to speak to the proposed contract amendments. Director Deedy provided the background about the proposed amendments to the contracts with AA Transportation for regular education and special education in-District transportation, and he spoke to the motions that were included on the meeting agenda. Director Deedy reported on discussions he had with AA Transportation President Ron Ernenwein. Attorney Bartulis spoke about the proposed amendments to the contracts, and he referenced correspondence Director Deedy shared, correspondence from Todd & Weld on behalf of STAM (School Transportation Association of Massachusetts) (attachment 8). Members were given the opportunity to ask questions and make comments about the proposed contract amendments.

9:00 Member Lavoie left the meeting.

Discussion ensued, with several members participating in the discussions. At the conclusion of discussions, and questions being asked and answered, Attorney Bartulis was thanked for his participation and he exited the meeting.

9:10 PM Attorney Bartulis left the meeting.

Chair Mills returned to the meeting agenda.

9:11 PM Member Mitchel left the meeting.

VII. Unfinished Business

There was no unfinished business to come before the School Committee.

VIII. Secretary's Report

- A. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on March 9, 2020

Deferred

- B. Approval of #1343 Regular Meeting Minutes of the Wachusett Regional School District Committee held on May 11, 2020, 2020

Motion: To approve the minutes of the regular WRSDC meeting held on May 11, 2020.

(S. Haber
(J. Haynes)

Roll call vote:

In favor:

Kenneth Mills
Melissa Ayala
Scott Brown
Michael Dennis
Stephen Godbout
Maleah Gustafson
Sherri 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:

The minutes were unanimously approved.

- C. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on May 11, 2020

Deferred

IX. Treasurer's Report/Financial Statements

Chair Mills reminded the Committee that if there were questions regarding the Director of Business and Finance's report that Members should contact the Superintendent; if there were questions regarding the Treasurer's Report, Members should contact the Business/Finance Subcommittee Chair.

X. Committee Reports

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

Subcommittee Chair Mills reported on the May 12, 2020 meeting of this subcommittee.

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

Subcommittee Chair Imber reported this subcommittee met immediately before this School Committee meeting and will meet next on June 8, 2020.

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

Addressed earlier in the meeting.

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

Subcommittee Chair Brown reported the subcommittee has not met as a subcommittee but subcommittee representatives have participated in meetings with the bargaining units.

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

Subcommittee Chair Lavoie was not present, but had asked that members review the information about the Superintendent's evaluation process that was included in the

Superintendent's Report. Subcommittee Vice-chair Michalowski spoke briefly about the evaluation process, noting the evaluation process and the online evaluation tool will be reviewed at the full School Committee meeting on June 8, 2020.

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

Chair Young reported this subcommittee has not met since the last School Committee meeting.

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

In Chair Mitchel's absence, no report was made

- 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)

Chair Mills reported the contract has not yet been executed.

- 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.

Chair Mills - Davis Hill

Member Gustafson – SEPAC

Member Young – Mayo Elementary School

Member Haynes – Central Tree Middle School

Member Ayala – Houghton Elementary School

- XI. Public Hearing

No members of the public submitted additional emails/comments.

- XII. New Business

There was no new business brought before the School Committee.

XIII. Adjournment

Motion: To adjourn.

(S. Brown)

(J. Haynes)

Roll call vote:

In favor:

Kenneth Mills
Melissa Ayala
Scott Brown
Michael Dennis
Stephen Godbout
Maleah Gustafson
Sherri 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 9:48 PM.

Respectfully submitted,

Darryll McCall, Ed.D.
Superintendent of Schools

DM:rlp

Attachments:

- Attachment 1 – 5/20/2020 document to the Business/Finance Subcommittee from Superintendent McCall
- Attachment 2 – Resolution in Support of Education Funding for COVID-19
- Attachment 3 – Email from Holden resident Mary Ann Coppolino
- Attachment 4 – Email from Holden resident Carolyn Hanley

- Attachment 5 – Email from Rutland resident Anne Ehrenworth
- Attachment 6 – Amendment between the WRSD and AA Transportation, Inc. of Shrewsbury MA
- Attachment 7 – Amendment between the WRSD and AA Transportation, Inc. of Shrewsbury, SPED, and In-District Transportation
- Attachment 8 – May 55, 202 correspondence to Director Deedy from Todd & Weld, LLP

To: Business and Finance, WRSDC
From: Darryll McCall, Superintendent

5/20/20

Our first exercise was to review the current FY20 budget, including any open PO's, and establish a baseline of reductions or carry forwards that did not include current employees. In attachment G, Director Deedy established a list of items that would help support the budget, including the use of E&D, revolving accounts, the reduction of proposed staff and other budgets, and more.

In order to define the personnel reductions, Deputy Berlo and I began the process of looking at strategies to reduce the budget based upon the following timeline of events:

- Initial 1/12th Budget Reduction Plan
- District 1/12th Budget Reduction Plan
- MS Budget Reductions
- Elementary Budget Reductions
- High School Budget Reductions
- CO Budget Reductions
- Development of Budget Reductions
- Review of Budget Reductions
- Input from Bus. Director
- Input from HR Director
- Input from Sped Director
- CO Review of Budget Reductions
- Presentation of 1/12th Budget Reductions to Business and Finance Subcommittee
- Presentation of 1/12th Budget Reductions to School Committee -

When creating the timeline, we established meetings with all groups that included individuals, by school level (elem., middle, high) and the district. These meetings included discussions on potential reductions to staff and brainstorming around potential savings in other areas. Principals were given directions to review current staff levels and make recommendations of possible reductions, with the understanding that reductions will be intrusive upon the running of the school no matter how small. They were extremely difficult discussions but worthwhile as a focus was developed around how best to move into our new school year.

The staffing reductions include administration, teachers, paraprofessionals, ABA PA's, secretaries, SLPA's, and custodians. When looking at custodial staff we understand that they will be working extra hard this coming school year continually cleaning surfaces throughout the day and have attempted to hold to the positions where possible. Our cafeteria requires a certain number of staff to safely provide meals within each building and they are already at the bare minimum. We also have not reduced nurses and have kept the one new position in the budget in preparation for opening this fall. Nurses will play a crucial role in helping to provide for a safe learning and working environment for our schools.

The following breakdown includes two tiers of reductions based on 1.) development of a 1/12th budget for the entirety of FY21, and 2.) further reductions to staffing based upon a 20% reduction in state aid (FY20 figures reduced by 20%) for FY21:

1/12th Budget Reduction Goal	-\$4,279,179
-------------------------------------	---------------------

	Reductions	Savings
Tier 1	FY21 Textbook Reduction	\$400,000
	FY21 Operations & Maintenance	\$70,000
	FY 21 Pupil Services	\$1,517
	FY21 New Positions and Benefits	\$650,000
	E&D to Supplement FY21	\$450,000
	School Choice Carry Forward to Supplement FY21	\$200,000
	Circuit Breaker Carry Forward to Supplement FY21	\$500,000
	Contracted Services	\$100,000
	Transportation Revolving	\$100,000
	Summer School Running Remotely	\$125,000
	Tier 1 Budget Reduction Total	\$2,596,517

1/12th Budget Reduction Goal	-\$4,279,179
Tier 1 Reductions	\$2,596,517
Remaining Reductions to Meet 1/12th Budget Goal	-\$1,682,662

	Prek-8 Reductions	Savings	HS Reductions	Savings	CO Reductions	Savings
Tier 2	18.2 Teachers	\$1,365,000	6 Teachers	\$450,000	2 Admin	\$215,000 ¹
	27.9 Paraprof.	\$837,000	2 Paraprof.	\$60,000	1 Secretary	\$8,000
	0.5 Custodian	\$22,500	1 Custodian	\$45,000		
	1 Secretary	\$45,000	1 Secretary	\$45,000		
	MS Athletics	\$62,874				
	1 Asst. Princ.	\$100,000				
	PK-8 Total	\$2,432,374	Reduction Total	\$600,000	CO Total	\$223,000
					Grand Total	\$3,255,374
	Tier 2 Budget Reduction Total (Taking unemployment costs into account)					\$2,170,249

1/12th Budget Reduction Goal	-\$4,279,179
Tier 1 Reductions	\$2,596,517
Tier 2 Reductions	\$2,170,249
Amount Above Reduction Goal	\$487,587

Estimated Budget Reduction Goal

Based upon discussions with state and local representatives, we have also developed a contingency budget reduction that aligns with a 20% reduction of FY20 state aid.

Estimated Budget Reduction Goal	-\$10,000,000
Tier 1 Reductions	\$2,596,517
Tier 2 Reductions	\$2,170,249
Remaining Reductions to Meet Goal	-\$5,233,234

	Prek-8 Reductions	Savings	HS Reductions	Savings	CO Reductions	Savings
Tier 3	16.5 Teachers	\$1,237,500	8.4 Teachers	\$630,000	2 Admin.	\$240,000
	11 Paraprof.	\$330,000	HS Clubs, Play, Musical	\$66,797	1 Secretary	\$45,000
	7 Custodians	\$315,000	HS Athletics	\$304,000	1 Clerk	\$40,000
	0.5 Secretary	\$22,500	1 SRO	\$50,000	1 Technology	\$45,000
	PK-8 Total	\$1,905,000	HS Total	\$1,050,797	CO Total	\$370,000
					Grand Total	\$3,325,797
Tier 3 Budget Reduction Total						\$2,217,198

Estimated Budget Reduction Goal	-\$10,000,000
Tier 1 Reductions	\$2,596,517
Tier 2 Reductions	\$2,170,249
Tier 3 Reductions	\$2,217,198
Remaining Reductions to Meet Goal	-\$3,016,036

	Reductions	Savings
Tier 4	Transportation	\$464,390
	SPED Tuitions	\$200,000
	Instructional Support	\$25,000
	Operations and Maintenance	\$50,406
	Tier 4 Budget Reduction Total	\$739,796

Estimated Budget Reduction Goal	-\$10,000,000
Tier 1 Reductions	\$2,596,517
Tier 2 Reductions	\$2,170,249
Tier 3 Reductions	\$2,217,198
Tier 4 Reductions	\$739,796
Remaining Reductions to Meet Goal	-\$2,276,240

	Prek-8 Reductions	Savings	HS Reductions	Savings	CO Reductions	Savings
Tier 5	10 Teachers	\$750,000	8 Teachers	\$600,000	2 Admin.	\$250,000
	10 Paraprof.	\$300,000	4 Paraprof.	\$120,000	2 Clerks	\$90,000
	8 Asst. Princip.	\$800,000	2 Custodian	\$90,000	1 Maint.	\$80,000
			2 Secretary	\$90,000	1 Secretary	\$45,000
			2 Asst. Princip.	\$200,000	1 Technology	\$45,000
	PK-8 Total	\$1,850,000	Reduction Total	\$1,100,000	CO Total	\$510,000
					Grand Total	\$3,460,000
FY21 Budget Reduction Total						\$2,306,667

Resolution in Support of Education Funding for COVID-19

WHEREAS, the Massachusetts Legislature and Governor enacted the *Student Opportunity Act* in 2019 because the state's school funding formula was out of date and failed to provide all students with the education to which they are constitutionally entitled; and

WHEREAS, the COVID-19 pandemic is a monumental and unprecedented challenge, emerging quickly and demanding an immediate overhaul of the instructional plans and strategies of school systems across the country, and our students' needs are even greater now due to the pandemic; and

WHEREAS, in the upcoming academic year many students will need enhanced educational opportunities, technology, health, and guidance services; and

WHEREAS, the nation's public schools remain committed to delivering high-quality instruction while ensuring the health and safety of our students and staff; and

WHEREAS, municipal and state governments are limited by revenue and their requirements to present balanced budgets to accommodate the extraordinary needs brought on by this crisis; and

WHEREAS, these challenges will persist and likely grow as COVID-19 affects our economy and destabilizes funding for public schools; and

WHEREAS, reputable economists have predicted the end of the nation's economic expansion and forecast a recession that may be deep and long-lasting; and

WHEREAS, the numbers of unemployment claims are already the highest we have seen since the Great Depression and may only grow; and

WHEREAS, revenue shortfalls will unequivocally result in budget cuts and personnel reductions in all school systems;

WHEREAS, these budget cuts will be happening at the same time that public school systems will be working to address the immense instructional challenge of unfinished learning that many students will face coming out of this school year; and

WHEREAS, the American Recovery and Reinvestment ACT (ARRA) of 2009 provided \$100 billion in education funding with investments in both the education stabilization fund and various federal categorical programs for public schools, such as Title I and the Individuals with Disabilities Act; and

WHEREAS, Congress followed ARRA in 2010 with \$10 billion in additional funding for the Education Jobs Fund to help school districts retain existing employees, recall former employees, and hire new ones; and

WHEREAS, by comparison the recent Coronavirus Aid, Relief, and Economic Security (CARES) Act provides only \$13 billion for education stabilization funding, which is less than half of one percent of the total \$2.2 trillion relief provided in the CARES Act and is far below the investment that the federal government provided in 2009 and 2010 in ARRA and the Education Jobs fund; and

WHEREAS, public education is one of the largest employers of any organization, public or private, in the nation; and

WHEREAS, published economic research has demonstrated a strong connection between a country's GDP growth and its investments in elementary and secondary education; and

WHEREAS, research has repeatedly found a strong causal relationship between levels of schooling and wages that individuals earn over a lifetime; and

WHEREAS, for public schools to thrive and for our students to realize a bright and productive future, the federal government needs to make a substantial new investment in our wellbeing; and

WHEREAS, the Council of the Great City Schools, the National Education Association, the American Federation of Teachers, the National School Boards Association, the American Association of School Administrators, and the National Parent Teachers Association, and others have called for some \$200 billion in relief for the nation's public schools; and

WHEREAS, this level of funding is the minimum needed by the nation's public schools to sustain and accelerate their academic achievement trends over the past decade, let it be

RESOLVED: That the members of the Wachusett Regional School Committee join with the Superintendent of Schools in urging the Massachusetts Congressional Delegation, including our United States Senators and House of Representative members, to advocate for and approve additional federal education funding for our nation's public schools, such that the Commonwealth can fund all public schools at the level set forth in Governor Charlie Baker's initial proposed budget for FY2021.

Wachusett Regional School District Committee

Kenneth Mills, Chair, WRSDC

5/26/2020



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Meeting 5/26

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Tue, May 26, 2020 at 8:55 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

----- Forwarded message -----

From: **M.A. Coppolino** <m.a.coppolino@gmail.com>

Date: Tue, May 26, 2020 at 8:23 PM

Subject: Re: Meeting 5/26

To: Kenneth Mills <Kenneth_Mills@wrsd.net>

67 Pilgrim Drive Holden. Apologies for the delay and thank you.

Sent from my iPhone

On May 26, 2020, at 6:33 PM, Kenneth Mills <Kenneth_Mills@wrsd.net> wrote:

Can you include your address for the record when I read it? Thanks.

On Tue, May 26, 2020 at 6:27 PM M.A. Coppolino <m.a.coppolino@gmail.com> wrote:

Good evening,

Could you share the results of the district wide survey that was sent to parents on their experience with remote learning?

Thank you,

Mary Ann Coppolino

Sent from my iPhone

--

Kenneth Mills

Chair,

Wachusett Regional School District Committee



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Questions for tonight's meeting

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Tue, May 26, 2020 at 8:18 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

----- Forwarded message -----

From: **Lynn Hanley** <lynnh1@charter.net>

Date: Tue, May 26, 2020 at 8:09 PM

Subject: Questions for tonight's meeting

To: <questions@wrsd.net>

As I listen to the presentation this evening, I have 2 questions:

1. If the schools are to reopen in the fall, there will be huge need for PPE, more nurses, and more custodial staff. How is that being considered in the budget plans, especially with planned staff reductions?
2. Understanding that WRHS is a division 1 school for sports, how is education being prioritized and what is the message to families, students and staff when significant staff cuts are planned in Tier 2, and athletic cuts are not made until Tier 3? If the concern is to retain students, won't the staff cuts actually be a stronger deterrent for families considering leaving Wachusett?

Thank you for your time and consideration.

Carolyn Hanley
Wyoming Drive
Holden

--

Kenneth Mills
Chair,
Wachusett Regional School District Committee



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Transportation reimbursement

Kenneth Mills <Kenneth_Mills@wrsd.net>

Tue, May 26, 2020 at 8:47 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

----- Forwarded message -----

From: **Anne Ehrenworth** <anne.ehrenworth@gmail.com>

Date: Tue, May 26, 2020 at 8:33 PM

Subject: Transportation reimbursement

To: questions@wrsd.net <questions@wrsd.net>

Regional transportation for FY 20 was funded at 84% which is more than likely significantly higher than budgeted for. Have we seen any additional funds from this reimbursement? If so are there plans to move it into a transportation fund to have it available first thing for FY 21?

--

Anne Ehrenworth

10 Carly Circle

Rutland, MA 01543

(508)886-2574

--

Kenneth Mills

Chair,

Wachusett Regional School District Committee

The contents of this e-mail, and any attachments, are the property of the Wachusett Regional School District, and subject to the Public Records Law, M.G.L. c.66, § 10.

ATTACHMENT E

AMENDMENT

**Between the
WACHUSETT REGIONAL SCHOOL DISTRICT
and
AA Transportation Inc. of Shrewsbury, MA**

This Amendment is entered into between the Wachusett Regional School District, acting through its Superintendent and the Chair of its School Committee, (hereinafter, the “Wachusett Regional School District” or the “District”) on the one hand, and AA Transportation Co., Inc., on the other hand, (collectively referred to as the “Parties”) on this 20th day of May, 2020 to amend the Contract for School Transportation dated June 19, 2018 (hereinafter “Agreement”). It is intended to memorialize certain commitments by the Parties as outlined herein.

WHEREAS, on March 10, 2020, Charles D. Baker, Governor of the Commonwealth of Massachusetts, acting pursuant to the powers provided by Chapter 639 of the Acts of 1950 and Section 2A of Chapter 17 of the General Laws, declared that there now exists in the Commonwealth of Massachusetts a state of emergency due to the outbreak of the 2019 novel Coronavirus (“COVID19”); and,

WHEREAS, Charles D. Baker, Governor of the Commonwealth of Massachusetts, ordered that all public and private elementary and secondary (K-12) schools in the Commonwealth, excluding residential and day schools for special needs students, shall suspend all normal, in-person instruction and other educational operations at the end of the school day on Monday, March 16, 2020 and shall not re-open for normal operations before Monday, June 29, 2020 (hereinafter the “Governor’s Mandatory Closure”); and,

WHEREAS, the Wachusett Regional School District recognizes that these unprecedented times involving COVID-19 and the attendant Governor’s Mandatory Closure will impact certain uniquely positioned vendors that primarily are in operation to support the Wachusett Regional School District; and,

WHEREAS the Wachusett Regional School District are parties to a contract with AA Transportation Co., Inc. to provide transportation to certain of the District’s students. Although the bus drivers and other support personnel associated with the Agreement are employees of AA Transportation Co., Inc., such employees play an integral role in the transportation of District students and are instrumental in the orderly operation of the District on a daily basis when school is in session; and,

WHEREAS it is the shared desire of the signatories to this Amendment that the bus drivers and other support personnel employed by AA Transportation Co., Inc. and who are regularly assigned to work transporting the District’s students have been furloughed during the period of the Governor’s Mandatory Closure be compensated as provided herein; and,

WHEREAS it is recognized that Massachusetts General Laws, Chapter 41, Section 56 only allows for the payment of services actually rendered to the Town; and,

NOW, THEREFORE, in an effort to establish some general commitments between the Parties during this period of uncertainty, the Wachusett Regional School District and AA Transportation Co., Inc. mutually agree to the following:

1. This Amendment modifies the current Agreement for School Transportation Services in place during the Governor's Mandatory Closure. All other provisions of that Agreement remain in effect.
2. AA Transportation Co., Inc. will give notice to and re-employ all drivers and support personnel and make buses, bus drivers and all other support personnel available to the Wachusett Regional School District to provide transportation services as may be needed during the Governor's Mandatory Closure. It is further expected that AA Transportation Co., Inc. will adhere to recommendations around issues of social-distancing and maximum assembly of persons issued by the Governor in connection with the transportation pursuant to this paragraph.
3. AA Transportation Co., Inc. will "make whole" from a wage and benefit standpoint (the "Make Whole Wages and Benefits") all bus drivers and support personnel in support of this contract retroactively to the first official school closure date of March 17, 2020 and forward through the end of the 2019-2020 regular school year as defined by the District's school calendar. For purposes of this Agreement, Make Whole Wages and Benefits will be based on average weekly regular route wages and charter wages paid during the month of February 2020, and benefits provided and subject to such terms and conditions hereof as of February 2020.
4. AA Transportation Co., Inc. agrees to indemnify and hold the Wachusett Regional School District harmless in connection with its transportation pursuant to Paragraph 2 above and any litigation or damages arising therefrom. AA Transportation Co., Inc. also agrees to maintain liability insurance, in at least the same coverage amount and under the same terms that it maintains pursuant to the Agreement, on all buses to be utilized in connection with the transportation of individuals as outlined in Paragraph 2 above.
5. The Wachusett Regional School District will pay AA Transportation Co., Inc. the per bus daily rate of \$328.84 for each school day that school is closed during the Governor's Mandatory Closure for "Home-to-School" buses and vans under contract. This amount represents seventy-five percent [75%] of the daily contractual cost for student transportation (i.e. "Home-to-School") based on current vehicle usage between the Wachusett Regional School District and AA Transportation Inc. pursuant to the Agreement. No other services such as field trips, athletics, special charters, or bus/van monitors will be billed or paid for during the school closure period.
6. AA Transportation Co., Inc. agrees as a condition of its receipt of the payments outlined herein at Paragraph 5 above that it will pay all employees assigned to the Wachusett

School District contract average weekly regular route wages and charter wages paid during the month of February 2020 of all such employees. AA Transportation Inc. agrees to furnish evidence of these payments, by individual, if requested by the Wachusett Regional School District.

7. By making this agreement and as a condition of its receipt of the payments outlined herein at Paragraph 5 above, AA Transportation Co., Inc. does not give up its right to apply for COVID-19 federal stimulus relief funds for which it might be eligible. Both parties acknowledge and understand that under no circumstance is it intended that AA Transportation Co., Inc. receive both payments from the Wachusett Regional School District, other school districts and customers and federal stimulus funds that would exceed the total revenue that AA Transportation Co., Inc. would otherwise receive under normal operations had the Governor's Mandatory Closure not occurred. As such, AA Transportation Co., Inc. hereby notifies the district that the company has applied for an SBA loan under the CARES act. AA Transportation Co., Inc. will notify the district upon receipt of notification of forgiveness of any portion of said CARES act loan or receipt of any other similar stimulus grant. Further, if the federal stimulus forgiveness or such other grant and or forgiveness received by AA Transportation in combination with the payments agreed upon in Paragraph 5 above received from the Wachusett Regional School District, other school districts and other customers exceed what would have totaled expected revenue had the Governor's Mandatory Closure not occurred,, then AA Transportation Co., Inc. agrees it will return such overpayments to the Town/District as either a cash payment or credit towards future services as agreed upon by the Town/District and AA Transportation on a pro rata percentage basis.
8. AA Transportation Co., Inc. acknowledges that this agreement is contingent on authority being granted to the Wachusett Regional School District to make the payments outlined herein at Paragraph 4 above. In the event that a determination is made or opinion rendered that such payments are not permissible or lawful under state, federal or local laws, regulations, or ordinances, whether issued by a court of competent jurisdiction or appropriate governmental agency or legal representative, the obligation to make such payments shall cease and this Amendment shall become null and void with no further recourse to AA Transportation Co., Inc. In addition, in the event that a determination is made or opinion rendered that such payments are not permissible or lawful under state, federal or local laws, regulations, or ordinances, whether issued by a court of competent jurisdiction or appropriate governmental agency or legal representative, any payments made hereunder shall be credited back to the Wachusett Regional School District for purposes of satisfying charges associated with any future services provided by the Wachusett Regional School District under the Agreement. In the event this Amendment shall become null and void as provided in this Paragraph, then and all claims that AA Transportation Co., Inc.'s may have under the Contract for School Transportation dated June 19, 2018 shall be fully restored.
9. It is agreed by the Wachusett Regional School District and AA Transportation Co., Inc. that this Amendment and its terms are only effective for the duration of the Governor's Mandatory Closure (i.e., end of school on Monday, March 16, 2020 through reopening

for normal operations no sooner than June 30, 2020), and any extension of the Governor's Mandatory Closure as specifically ordered by the Governor. This Amendment and its terms do not apply to any period beyond the Governor's Mandatory Closure, even if voluntarily imposed by the Wachusett Regional School District. Further, in the event that either federal or state legislation [not guidance] is subsequently enacted relating to the payments to public school transportation providers prior to June 29, 2020, then this Agreement shall be nullified and both parties will act in accordance with the new legislation and its terms and any related regulations.

10. AA Transportation Co., Inc. shall submit an invoice pursuant to this agreement to the Wachusett Regional School District in the amount of \$328.84 daily rate (75% of original daily rate) for each school day during the Governor's Mandatory Closure. Payment shall not be made for weekend days or other days that the Wachusett Regional School District would not be in session (i.e., non-school days, holidays, school vacation, etc.) in accordance with the Wachusett Regional School District 2019-2020 School Calendar which occur during the Governor's Mandatory Closure or any extension specifically ordered by the Governor. Such invoices shall include language such as; *"Maintaining bus fleet equipment, staff, facilities, and all related operations in a readiness status at the disposal of the District during Covid-19 School Closure"* so as accurately capture the rationale for such payment.

11. This Amendment does not establish any precedent nor is it any guarantee that the same commitments will be made under similar circumstances in the future.

This agreement is made on this 20th day of May 2020.

Print Name _____ Signature _____
For the Wachusett Regional School District

Print Name _____ Signature _____
For AA Transportation Inc.

ATTACHMENT F

AMENDMENT

**Between the
WACHUSETT REGIONAL SCHOOL DISTRICT
and
AA Transportation Inc. of Shrewsbury, MA**

This Amendment is entered into between the Wachusett Regional School District, acting through its Superintendent and the Chair of its School Committee, (hereinafter, the "Wachusett Regional School District" or the "District") on the one hand, and AA Transportation Co., Inc., on the other hand, (collectively referred to as the "Parties") on this 20th day of May, 2020 to amend the Contract for SPED, In-District Transportation dated July 1, 2019 (hereinafter "Agreement"). It is intended to memorialize certain commitments by the Parties as outlined herein.

WHEREAS, on March 10, 2020, Charles D. Baker, Governor of the Commonwealth of Massachusetts, acting pursuant to the powers provided by Chapter 639 of the Acts of 1950 and Section 2A of Chapter 17 of the General Laws, declared that there now exists in the Commonwealth of Massachusetts a state of emergency due to the outbreak of the 2019 novel Coronavirus ("COVID19"); and,

WHEREAS, Charles D. Baker, Governor of the Commonwealth of Massachusetts, ordered that all public and private elementary and secondary (K-12) schools in the Commonwealth, excluding residential and day schools for special needs students, shall suspend all normal, in-person instruction and other educational operations at the end of the school day on Monday, March 16, 2020 and shall not re-open for normal operations before Monday, June 29, 2020 (hereinafter the "Governor's Mandatory Closure"); and,

WHEREAS, the Wachusett Regional School District recognizes that these unprecedented times involving COVID-19 and the attendant Governor's Mandatory Closure will impact certain uniquely positioned vendors that primarily are in operation to support the Wachusett Regional School District; and,

WHEREAS the Wachusett Regional School District are parties to a contract with AA Transportation Co., Inc. to provide transportation to certain of the District's students. Although the bus drivers and other support personnel associated with the Agreement are employees of AA Transportation Co., Inc., such employees play an integral role in the transportation of District students and are instrumental in the orderly operation of the District on a daily basis when school is in session; and,

WHEREAS it is the shared desire of the signatories to this Amendment that the bus drivers and other support personnel employed by AA Transportation Co., Inc. and who are regularly assigned to work transporting the District's students have been furloughed during the period of the Governor's Mandatory Closure be compensated as provided herein; and,

WHEREAS it is recognized that Massachusetts General Laws, Chapter 41, Section 56 only allows for the payment of services actually rendered to the Town; and,

NOW, THEREFORE, in an effort to establish some general commitments between the Parties during this period of uncertainty, the Wachusett Regional School District and AA Transportation Co., Inc. mutually agree to the following:

1. This Amendment modifies the current Agreement for School Transportation Services in place during the Governor's Mandatory Closure. All other provisions of that Agreement remain in effect.
2. AA Transportation Co., Inc. will give notice to and re-employ all drivers and support personnel and make buses, bus drivers and all other support personnel available to the Wachusett Regional School District to provide transportation services as may be needed during the Governor's Mandatory Closure. It is further expected that AA Transportation Co., Inc. will adhere to recommendations around issues of social-distancing and maximum assembly of persons issued by the Governor in connection with the transportation pursuant to this paragraph.
3. AA Transportation Co., Inc. will "make whole" from a wage and benefit standpoint (the "Make Whole Wages and Benefits") all bus drivers and support personnel in support of this contract retroactively to the first official school closure date of March 17, 2020 and forward through the end of the 2019-2020 regular school year as defined by the District's school calendar. For purposes of this Agreement, Make Whole Wages and Benefits will be based on average weekly regular route wages and charter wages paid during the month of February 2020, and benefits provided and subject to such terms and conditions hereof as of February 2020.
4. AA Transportation Co., Inc. agrees to indemnify and hold the Wachusett Regional School District harmless in connection with its transportation pursuant to Paragraph 2 above and any litigation or damages arising therefrom. AA Transportation Co., Inc. also agrees to maintain liability insurance, in at least the same coverage amount and under the same terms that it maintains pursuant to the Agreement, on all buses to be utilized in connection with the transportation of individuals as outlined in Paragraph 2 above.
5. The Wachusett Regional School District will pay AA Transportation Co., Inc. the per vehicle daily rate of \$144.99 for mini vans, \$176.00 for 8-passenger vans, and \$166.05 for wheelchair vans for each school day that school is closed during the Governor's Mandatory Closure for "SPED In District" vans under contract. This amount represents seventy-five percent [75%] of the daily contractual cost for student transportation (i.e. "SPED In District") based on current vehicle usage between the Wachusett Regional School District and AA Transportation Inc. pursuant to the Agreement. No other services such as field trips, athletics, special charters, or bus/van monitors will be billed or paid for during the school closure period.

6. AA Transportation Co., Inc. agrees as a condition of its receipt of the payments outlined herein at Paragraph 5 above that it will pay all employees assigned to the Wachusett School District contract average weekly regular route wages and charter wages paid during the month of February 2020 of all such employees. AA Transportation Inc. agrees to furnish evidence of these payments, by individual, if requested by the Wachusett Regional School District.
7. By making this agreement and as a condition of its receipt of the payments outlined herein at Paragraph 5 above, AA Transportation Co., Inc. does not give up its right to apply for COVID-19 federal stimulus relief funds for which it might be eligible. Both parties acknowledge and understand that under no circumstance is it intended that AA Transportation Co., Inc. receive both payments from the Wachusett Regional School District, other school districts and customers and federal stimulus funds that would exceed the total revenue that AA Transportation Co., Inc. would otherwise receive under normal operations had the Governor's Mandatory Closure not occurred. As such, AA Transportation Co., Inc. hereby notifies the district that the company has applied for an SBA loan under the CARES act. AA Transportation Co., Inc. will notify the district upon receipt of notification of forgiveness of any portion of said CARES act loan or receipt of any other similar stimulus grant. Further, if the federal stimulus forgiveness or such other grant and or forgiveness received by AA Transportation in combination with the payments agreed upon in Paragraph 5 above received from the Wachusett Regional School District, other school districts and other customers exceed what would have totaled expected revenue had the Governor's Mandatory Closure not occurred,, then AA Transportation Co., Inc. agrees it will return such overpayments to the Town/District as either a cash payment or credit towards future services as agreed upon by the Town/District and AA Transportation on a pro rata percentage basis.
8. AA Transportation Co., Inc. acknowledges that this agreement is contingent on authority being granted to the Wachusett Regional School District to make the payments outlined herein at Paragraph 4 above. In the event that a determination is made or opinion rendered that such payments are not permissible or lawful under state, federal or local laws, regulations, or ordinances, whether issued by a court of competent jurisdiction or appropriate governmental agency or legal representative, the obligation to make such payments shall cease and this Amendment shall become null and void with no further recourse to AA Transportation Co., Inc. In addition, in the event that a determination is made or opinion rendered that such payments are not permissible or lawful under state, federal or local laws, regulations, or ordinances, whether issued by a court of competent jurisdiction or appropriate governmental agency or legal representative, any payments made hereunder shall be credited back to the Wachusett Regional School District for purposes of satisfying charges associated with any future services provided by the Wachusett Regional School District under the Agreement. In the event this Amendment shall become null and void as provided in this Paragraph, then and all claims that AA Transportation Co., Inc.'s may have under the Contract for School Transportation dated June 19, 2018 shall be fully restored.

9. It is agreed by the Wachusett Regional School District and AA Transportation Co., Inc. that this Amendment and its terms are only effective for the duration of the Governor's Mandatory Closure (i.e., end of school on Monday, March 16, 2020 through reopening for normal operations no sooner than June 30, 2020), and any extension of the Governor's Mandatory Closure as specifically ordered by the Governor. This Amendment and its terms do not apply to any period beyond the Governor's Mandatory Closure, even if voluntarily imposed by the Wachusett Regional School District. Further, in the event that either federal or state legislation [not guidance] is subsequently enacted relating to the payments to public school transportation providers prior to June 29, 2020, then this Agreement shall be nullified and both parties will act in accordance with the new legislation and its terms and any related regulations.
10. AA Transportation Co., Inc. shall submit an invoice pursuant to this agreement to the Wachusett Regional School District the daily rate of \$144.99 for mini vans, \$176.00 for 8-passenger vans, and \$166.05 for wheelchair vans (75% of original daily rate) for each school day during the Governor's Mandatory Closure. Payment shall not be made for weekend days or other days that the Wachusett Regional School District would not be in session (i.e., non-school days, holidays, school vacation, etc.) in accordance with the Wachusett Regional School District 2019-2020 School Calendar which occur during the Governor's Mandatory Closure or any extension specifically ordered by the Governor. Such invoices shall include language such as; *"Maintaining bus fleet equipment, staff, facilities, and all related operations in a readiness status at the disposal of the District during Covid-19 School Closure"* so as accurately capture the rationale for such payment.
11. This Amendment does not establish any precedent nor is it any guarantee that the same commitments will be made under similar circumstances in the future.

This agreement is made on this 20th day of May 2020.

Print Name _____ Signature _____
For the Wachusett Regional School District

Print Name _____ Signature _____
For AA Transportation Inc.



Todd & Weld LLP

Howard M. Cooper
hcooper@toddweld.com

May 22, 2020

BY EMAIL

Daniel Deedy, Director of Business & Finance
1745 Main St.
Jefferson, MA 01522
Daniel_deedy@wrsd.net

**Re: Payment on STAM Contracts During School Closures Due to COVID-19
Pandemic**

Dear Mr. Deedy:

Todd & Weld LLP is counsel to the School Transportation Association of Massachusetts (“STAM”). As you know, STAM is a non-profit trade association whose constituent members are responsible for providing transportation services for students attending public schools throughout Massachusetts. Given the extraordinary difficulties currently being caused by the ongoing pandemic and resulting emergency school closures, STAM members find themselves standing by ready, willing and able to resume services as required by their contracts, yet not being paid or reimbursed for the very substantial expense in doing so. Accordingly, STAM has asked our firm to examine the questions of: (i) the entitlement of STAM’s constituent members to be paid under the current circumstances, and (ii) whether cities and towns may make the required payments to STAM members consistent with G.L. c. 41, sec. 56. For the reasons discussed below, we believe that STAM members are currently entitled to be paid under their contracts and that G.L. c. 41, sec. 56 does not present a lawful or proper prohibition to municipalities which are required to make payment given the current conditions caused by the pandemic.

First, some brief background. We are informed that it is undisputed that STAM members have remained and continue to remain ready, willing, and able to provide transportation services to students across the Commonwealth and would be doing so absent the Governor’s orders closing schools and then extending the closure. We note that in some districts, buses have been transporting lunches to children, as well as a few other minor exceptions in which buses are providing services. Nevertheless, buses have otherwise not been running now for nearly two (2) months. Despite this, under their contracts STAM members remain required to stay in a position to timely provide transportation as soon as school is back in session which, in turn, means that they must continue, among other things, to maintain a full work force of properly vetted drivers, maintain equipment, maintain insurance, pay vehicle registration fees, pay local excise taxes, and continue to incur all other required expenses necessary to be in compliance with their contracts.



Despite the ongoing and substantial costs being incurred by STAM members, cities and towns have refrained from making payment to STAM members out of concern that their doing so would somehow violate G.L. c. 41, § 56 (“the Statute”).¹ As you are aware, the Statute, by its plain language, prohibits payments by municipalities to a contractor absent a determination that the services charged for by the contractor were actually ordered and have been rendered. The Statute is thus a perfectly logical prohibition designed to avoid corruption. As is apparent from its plain language, however, the Statute is nowhere directed to the extraordinary circumstances in which we all find ourselves today and nowhere excuses a municipality from making payment for services actually ordered and rendered.

I. STAM Members Have Continued and Are Continuing to “Render” Services “Ordered” By Municipalities Under the Parties’ Contracts.

Although each contract between a STAM member and a municipality stands on its own language, there are numerous provisions and requirements about services to be provided which are included in all contracts. These requirements extend far beyond the transportation of students. In fact, STAM members are contractually required to “render” services every day whether or not students are transported to and from school. For example, the companies must maintain insurance at a certain amount. They must hire and train drivers as well as perform background checks on them. They must maintain their fleet of vehicles. They are required to keep expensive performance bonds in place. Many cities and towns require the vehicles to be garaged within the district or otherwise be available within thirty (30) minutes in order to be able to respond to an emergency. The contracts required by some cities and towns go so far as to require the STAM member to “give its attention *constantly* to the faithful performance of the work.” See Lowell Contract at § 12 (emphasis supplied). All of these requirements are vital services that enable the bus companies to remain in a position to drive students to and from school as required by the parties’ bid documents and contracts which incorporate those documents.

There is no doubt that the municipalities “ordered” these services. The contracts between STAM members and the municipalities all contain requirements concerning the availability of buses and qualified background checked drivers, the maintenance of insurance policies and public bonds at certain amounts, and the maintenance of equipment in conformance with outlined specifications. Any payment under the contracts is expressly conditioned on the performance of these services. To the extent not set forth in the contracts themselves, many municipalities explicitly incorporate all bid documents into their agreements, and those bid

¹ The Statute states, in relevant part: “The selectmen and all boards, committees, heads of departments and officers authorized to expend money shall approve and transmit to the town accountant as often as once each month all bills, drafts, orders and pay rolls chargeable to the respective appropriations of which they have the expenditure ... Such approval shall be given only after an examination to determine that the charges are correct and that the goods, materials or services charged for were ordered and that such goods and materials were delivered and that the services were actually rendered to or for the town as the case may be....” G.L. c. 41, § 56 (emphasis added).



documents, in turn, set forth numerous required services. *See, e.g.*, Wilmington Invitation for Bids (“IFB”) § 1.16 (“The contract...shall include the furnishing of all services necessary and required, consisting of, but not limited to, the following in general: transportation equipment, maintenance of equipment, operation, supervision, safety instructions to drivers and help with instructions to riders, inspections, registration, conformance to all applicable laws, rules, and regulations of the Commonwealth of Massachusetts, Department of Motor Vehicles, and policies of the School Committee during the term of this contract.”); Somerville IFB, § 6.2 (“The contract prices shall include the cost of everything furnished, done by, or resulting to the Contractor, including without limitation, gasoline, garaging, oil, grease, repairs, wages of drivers, taxes, fees, toll, licenses, permits, certificates, insurance costs, cleaning, overhead and such other charges as are needed in connection with the contract work and to keep the vehicles properly equipped and in good operating condition.”); Burlington IFB, § 1.1 (“The bidder...shall include the furnishing of all services necessary and required, consisting of and not limited to the following: transportation drivers, transportation equipment, maintenance of equipment, operation, supervision, inspection, registration, licensing, insurance and conformance to all applicable laws, rules, and regulations of the Commonwealth of Massachusetts, Department of Motor Vehicles, Department of Public Utilities, Town of Burlington and the District School Committee.”); Chelmsford IFB § II(A)(5) (“The successful bidder shall provide the following: Transportation equipment, maintenance of equipment, fuel, oil, tires, emergency servicing of equipment, duly licensed operators, supervision and monitoring of employees, inspection, registration, licensing, insurance and in general conformance to all applicable laws, rules and regulations of the Commonwealth of Massachusetts, the Department of Elementary and Secondary Education, the Registry of Motor Vehicles, the Town of Chelmsford and/or its School Committee and any and all other regulating agencies with jurisdiction over the transportation of school children.”). Therefore, the payment rates in each contract incorporate compensation not just for the actual transportation of students but also for the whole host of other services that cities and towns have contracted with STAM members to provide.

Put simply, STAM members have continued and will continue to provide actual services under their contracts throughout this crisis as ordered by the municipalities, and these services have been actually rendered. There is no carve-out to the “constant” nature of the requirements imposed by their contracts even in an emergency.

II. The Statute Does Not Prohibit Payment to STAM Members for Services Provided.

The Statute does not prohibit payment by the municipalities to STAM members for services ordered and provided. In its’ plain language, the Statute requires only that municipalities expend money after approval by the municipal accountant each month, and that “[s]uch approval shall be given only after an examination to determine that the charges are correct and that the goods, materials or services charged for were ordered and that such goods and materials were delivered and that the services were actually rendered to or for the town as the case may be...” As discussed above, STAM members continue to provide ordered services and there is no reason whatsoever that the necessary administrative approval should not be forthcoming.



Indeed, a review of the Governor's school closure orders and the law applicable here confirms STAM members entitlement to payment and the lack of any barrier for a municipality to make payment.

On March 10, 2020, Governor Baker declared a State of Emergency. Four days later, on March 14th, he announced that Massachusetts schools would be temporarily closed to promote social distancing in light of the COVID-19 pandemic. On April 24, 2020, the Governor announced that the closures would remain in effect through the end of the school year. The April 24th order currently permits in-person summer classes to commence no earlier than June 29, 2020. Nowhere in Governor Baker's orders does he excuse municipalities from their contractual obligations. Nowhere in his emergency orders does he excuse STAM members from being ready to resume transportation of students or from performing any of the services called for under their agreements.

Nor would such an order be lawful or proper under existing contract law. Implicit in every contract between a STAM member and a municipality is an implied covenant of good faith and fair dealing which includes that the municipality will not create a situation whereby the STAM member incurring costs to stay ready, willing, and able to perform, is denied payment for the services they are rendering. Likewise, the implied covenant of good faith and fair dealing prohibits the municipality from creating a situation where the STAM member can no longer perform. Here, the failure to make payment as required will likely render the STAM member unable to continue to perform and may very well put the member out of business altogether. The implied covenant prohibits the municipalities from taking such action that would ultimately deny STAM members the benefits of the bargains they have entered into with the municipalities. The contracts, of course, are subject to Massachusetts law, including the Statute. But as a matter of law the Statute cannot be read in a manner which would actually inhibit STAM members from rendering services which they are ready, willing and able to provide so long as payment is not improperly withheld.

It is worth noting that any interpretation of the Governor's orders as forgiving, suspending or even delaying the municipalities' payment obligations under their agreements with STAM members would likely be unconstitutional under the Contract Clause of the United States Constitution. The Contract Clause prohibits the government from substantially interfering with obligations under contracts. U.S. CONST. art. I, § 10 ("No State shall...pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility."). It applies to both private and public contracts. *U.S. Tr. Co. of New York v. New Jersey*, 431 U.S. 1, 17 (1977) ("It long has been established that the Contract Clause limits the power of the States to modify their own contracts as well as to regulate those between private parties."). When the government's own obligations are altered, as here, the level of scrutiny through which the impairment is evaluated is heightened.

In evaluating whether a law violates the Contract Clause, courts first undertake a threshold inquiry to determine whether the contractual obligation has been severely impaired. "In answering that question, the Court has considered the extent to which the law undermines the



contractual bargain, interferes with a party's reasonable expectations, and prevents the party from safeguarding or reinstating his rights." *Sveen v. Melin*, 138 S. Ct. 1815, 1822 (2018). The application of these principles here makes it clear that excusing payment by municipalities for services ordered and rendered would be improper. When the contracts at issue here were executed, STAM members expected to provide transportation and receive payment for at least the 180 days that each school year is required to be in session. *See* 603 CMR 27.03(3) ("Every school committee shall operate the schools within its district at least 180 school days in a school year."). Even if there were snow days on which buses did not run, school systems are required by law to build an additional five days into the school year to make up for those days off. *See* 603 CMR 27.03(2) ("Every school committee shall schedule a school year which includes at least 185 school days at each elementary, middle, and secondary school within the school district."). Therefore, STAM members operate with a legitimate expectation that they will be paid for all contemplated 180 days. If read to forgive or delay payment, Governor Baker's orders would improperly upend the reasonable expectations of the parties at the time of contracting and impermissibly impair the parties' contracts.

III. STAM Members Should Continue to Be Paid During the Pandemic as a Matter of Sound Public Policy.

STAM members provide a vital service to the Commonwealth and its school systems. Putting them in a position where the viability of their businesses is threatened makes no sense and risks creating a situation where transportation for all students once the pandemic passes will not be available. Again, STAM members have thousands of drivers on their payrolls, many of whom will have to be let go if they do not receive the payments they are due from municipalities. Even with potentially available federal payroll aid, STAM members will be unable to retain all of their staff and drivers cannot simply be hired the day before school is back in session given the required vetting process. Similarly, vehicle registrations, local excise taxes, insurance, performance bonds are expensive to maintain, and if they lapse due to nonpayment, STAM members will not be ready to get back on the roads until they are reinstated.

For all of these reasons, we believe that the municipalities must timely pay for ongoing services being provided, that it would be contrary to the law to read the Statute, either alone or in combination with Governor Baker's orders, as somehow prohibiting payment, and that sound public policy dictates that STAM members not be forced out of business.

We would be pleased to discuss this important matter with you.

Very truly yours,

Howard M. Cooper



Todd & Weld LLP

May 22, 2020
Page 6 of 6

cc: The Honorable Charles Baker
Robert Ross, Esquire, Chief Legal Counsel
Attorney General Maura Healey
Richard Johnston, Legal Counsel
Alycia Kennedy, Esquire

WACHUSETT REGIONAL DISTRICT SCHOOL COMMITTEE
May 2019 – May 2020

Attachment 1
June 25, 2020

<u>Name</u>	<u>Term Expires</u>	<u>Home Address & Phone</u>
Nicole Amos	2021	58 Bushy Lane Rutland, MA 01543 (508) 308-0882 nicole_amos@wrsd.net
Krista Bennett	2023	8 Boyden Road Holden 01520 (408) 771-4279 krista_bennett@wrsd.net
Scott Brown	2023	151 Highland Street Holden 01520 (508) 789-0711 scott_brown@wrsd.net
Michael Dennis	2023	15 Cypress Circle Holden 01520 (978) 853-1278 michael_dennis@wrsd.net
Maleah Gustafson	2022	63 Heather Circle Jefferson 01522 maleah_gustafson@wrsd.net
Sherrie Haber	2022	1 Olivia Lane Rutland 01543 sherrie_haber@wrsd.net
Jeffrey Haynes	2021	4 William Circle Rutland 01543 jeffrey_haynes@wrsd.net
Robert Imber	2021	1 Clearings Way Princeton 01541 (978) 481-6999 robert_imber@wrsd.net
Laura Kirshenbaum	2023	41 Britney Drive Holden 01520 laura_kirshenbaum@wrsd.net
Matthew Lavoie	2022	28 Grizzly Drive Rutland 01543 (857) 891-6164 matthew_lavoie@wrsd.net
Linda Long-Bellil	2021	35 Brentwood Drive Holden 01520 (508) 304-1920 linda_longbellil@wrsd.net
Kenneth Mills	2022	22 Flagler Drive Holden 01520 (774) 230-4712 kenneth_mills@wrsd.net
Benjamin Mitchel	2021	7 Colony Lane Paxton 01612 (508) 208-7728 benjamin_mitchel@wrsd.net

6/25/2020

WACHUSETT REGIONAL DISTRICT SCHOOL COMMITTEE

May 2019 – May 2020

Karl Ottmar	2020	232 West Street Paxton 01612 (434) 242-7042 karl_ottmar@wrsd.net
Asima Silva	2021	75 Nelson Street Holden 01520 (508) 852-1246 asima_silva@wrsd.net
Christina Smith	2022	362 Sterling Road Jefferson 01522 (508) 468-7929 christina_smithSC@wrsd.net
Megan Weeks	2022	137 Wheeler Road Princeton 01541 (860)841-4809 megan_weeks@wrsd.net
Linda Woodland	2022	4 Deborah Lane Sterling 01564 linda.woodland@wrsd.net
Adam Young	2021	434 Shrewsbury Street Holden 01520 (774) 272-0182 adam_young@wrsd.net

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

Kenneth Mills, Chair

1745 Main Street

Jefferson, MA 01522

Sent electronically and via USPS

June 9, 2020

Ms. Kathryn Mangus
14 Dunanderry Way
Paxton, MA 01612

Dear Kathryn:

Welcome to the Wachusett Regional School District Committee. We look forward to your valuable participation and input this year as you serve as a Student Representative.

A general statement defining the function and responsibilities of the School Committee is included with this letter. Also, you will find enclosed a statement of guidelines for the student representatives.

The next two meetings of the School Committee will be Tuesday, June 30th, and Monday, July 13th. During this time of school closure, School Committee meetings are being conducted virtually using Google Meet. Once restrictions are lifted and meetings can be conducted in-person, meetings will be held in the Media Center at the Wachusett Regional High School, beginning at 7:00 PM. The School Committee will vote on the schedule for upcoming meetings after the Organizational Meeting to be held on June 30th.

Throughout the year, the agenda and the Superintendent's Report (materials and information that may be discussed at the School Committee meetings) will be emailed to you at least 48 hours before the scheduled meetings of the School Committee. Of particular importance to students will be the proposed policies on education and student services. Your input during deliberation of these policies would be helpful to the School Committee. Since policies require two readings before they are approved, you will have time to take the information back to the Student Council or other committees for further reaction and input.

The agenda for the meetings is standard. You will find a place on the agenda for the Student Representatives, scheduled fairly early in the proceedings! Here you are welcome to give information concerning any suggestions or problems from the student body or Student Council that you would like to call to the School Committee's attention. Be sure, however, that the situations you are addressing fall within the jurisdiction of the

School Committee as defined in the statement included in this mailing. The Student Representative report may be brief (most committee reports are brief) and your concerns may not be answered immediately; they will, however, be addressed at the proper time, and may be referred to a subcommittee for study.

On behalf of the School Committee, let me express my appreciation for your interest in, and willingness to serve on, the Wachusett District's governing body. We look forward to a successful and constructive year.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Ken Mills", with a stylized flourish at the end.

Kenneth Mills, Chair
Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee
Darryll McCall, Superintendent of Schools
William Beando, Principal, WRHS
Victoria DeSimone, Assistant Principal, WRHS

Enclosures

KM:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

Kenneth Mills, Chair

1745 Main Street

Jefferson, MA 01522

Sent electronically and via USPS

June 9, 2020

Mr. Kenichi Gomi
288 Mirick Road
Princeton, MA 01541

Dear Kenichi:

Welcome to the Wachusett Regional School District Committee. We look forward to your valuable participation and input this year as you serve as a Student Representative.

A general statement defining the function and responsibilities of the School Committee is included with this letter. Also, you will find enclosed a statement of guidelines for the student representatives.

The next two meetings of the School Committee will be Tuesday, June 30th, and Monday, July 13th. During this time of school closure, School Committee meetings are being conducted virtually using Google Meet. Once restrictions are lifted and meetings can be conducted in-person, meetings will be held in the Media Center at the Wachusett Regional High School, beginning at 7:00 PM. The School Committee will vote on the schedule for upcoming meetings after the Organizational Meeting to be held on June 30th.

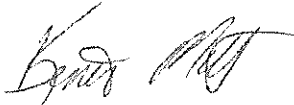
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Kenneth Mills, Chair
Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee
Darryll McCall, Superintendent of Schools
William Beando, Principal, WRHS
Victoria DeSimone, Assistant Principal, WRHS

Enclosures

KM:rlp

GUIDELINES FOR STUDENT REPRESENTATIVE TO THE WACHUSETT REGIONAL SCHOOL COMMITTEE

August 2013

A Student Representative shall serve on the Wachusett District School Committee according to the provisions of the Massachusetts General Laws (Chapter 71.38M).

The Student Representative shall be a full-time student at the Wachusett Regional High School during his/her term of service and shall be a resident of one of the five towns in the District.

The following guidelines shall apply to the functioning of the Student Representative on the Wachusett District School Committee:

- He/she shall serve “ex officio” with full participation in School Committee deliberations but shall abstain from all voting.
- He/she shall give input on matters before the Committee that affect the student experience in the District, whether academic or extracurricular. Input shall be given during Committee deliberations prior to the taking of any official vote.
- He/she shall bring forward pertinent matters of concern from the student body or its committees. These matters should be those over which the Wachusett District School Committee has some jurisdiction or can provide direction to the Administration.
- He/she may provide a report for the Wachusett District School Committee at its regular meeting, sharing student concerns at that time and giving brief announcements regarding student accomplishments at the Wachusett Regional High School. A place on the meeting agenda will be reserved routinely for this report.
- Prior to the meeting of the Wachusett District School Committee, he/she shall receive a copy of the agenda and all attachments (confidential material excluded) at his/her place of residence or by email.
- He/she shall not be present during executive sessions of the Wachusett District School Committee.
- He/she shall not be appointed to any standing subcommittees of the Wachusett Regional School District Committee, but participation in discussions is encouraged.
- He/she shall serve for a term of one year but may be re-elected or re-appointed for an additional term or terms.

RESPONSIBILITIES OF THE WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

August 2013

In any school system, the governing body is most important in establishing educational priorities and directions. Decisions made by the School Committee as the governing body in the Wachusett District will ultimately affect all students and their teachers in the classroom setting.

Five towns in Central Massachusetts have joined to form the Wachusett Regional School District: Holden, Paxton, Princeton, Rutland, and Sterling. The responsibilities of the committee, as established by Massachusetts General Law, are to develop policies for the District, to evaluate the Superintendent annually, and to approve the fiscal budget that will be presented to voters at town meetings. The Wachusett Regional School Committee hires the Superintendent, the Treasurer, and the Director of Business and Finance--but not principals or teachers. Also, the School Committee may choose to do the collective bargaining for the District, or it may decide to send a representative. All union contracts must be approved by the School Committee before they can be implemented. Currently there are eight bargaining units in the Wachusett District.

Any budgetary decision must be approved by the School Committee, whether borrowings, line item transfers, or any budgetary request or change. The fiscal budget must be approved by two-thirds of the sitting membership before presentation at town meetings.

The School Committee does not involve itself in the day-to-day operations of the District. By law, that is the job of the Superintendent, his staff, and the principals. If a particular matter is referred to a School Committee member, he or she will redirect the question to the Superintendent and also examine the policy handbook to determine whether a policy exists responding to that problem.

The Wachusett District has five standing subcommittees: Management, Business/Finance, Education, Legal Affairs, and Facilities and Security. The subcommittees do not have authority to make decisions on their own, but will study an issue in depth and then make a recommendation to the full committee for action. Ad hoc subcommittees also may be formed from time to time as needed.

All meetings of the School Committee and its subcommittees are held in public with a few exceptions which by law must be held in executive session. Contract negotiations, for example, must be discussed in executive session. Meetings are posted at least 48 hours in advance, and in some towns, meetings are televised on cable. Information is also provided on the District website: www.wrsd.net

School Committee members are elected for a period of three years. The full School Committee has twenty-two seats: ten from Holden, two from Paxton, two from Princeton, four from Rutland, and four from Sterling.

The Wachusett Regional School Committee and its members are dedicated to providing quality education to District students, all 7,500 of them. As the governing body, the School Committee is given its authority by Massachusetts General law; therefore, its decisions have the force of law. It is accountable to the Massachusetts Department of Elementary and Secondary Education, to the Commissioner of Education and--especially--to the voters in the five towns. Since its decisions have significant impact, the Committee weighs matters carefully in its deliberations and seeks input from the citizenry which holds it accountable.

POLICY RELATING TO SCHOOL COMMITTEE OPERATION

***STUDENT REPRESENTATIVE(S) TO THE
WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE***

A Student Representative(s) shall serve on the Wachusett Regional School District Committee (WRSDC) according to the provisions of M.G.L. c71, §38M.

The Student Representative(s) shall be a full-time student at the Wachusett Regional High School during his/her term of service.

The following guidelines shall apply to the functioning of the Student Representative(s) on the WRSDC:

- He/she shall serve “ex officio” with full participation in WRSDC deliberations but shall abstain from all voting.
- He/she may give input on matters before the WRSDC that affect the student experience in the District, whether academic or extracurricular. Such input shall be given during WRSDC deliberations prior to the taking of any official vote.
- He/she shall bring forward pertinent matters of concern from the student body or its committees. These matters should be those over which the WRSDC has some jurisdiction or can provide direction to the Administration.
- He/she may provide a report for the WRSDC at its regular meeting, sharing student concerns at that time and giving brief announcements regarding student accomplishments at the Wachusett Regional High School. A place on the meeting agenda will be reserved routinely for this report.
- Prior to the meeting of the WRSDC, he/she shall receive a copy of the agenda and all attachments (confidential material excluded).
- He/she shall not be present during executive sessions of the WRSDC, unless such right is expressly granted by the WRSDC.
- He/she shall not be appointed to any subcommittees, whether standing or “ad hoc”, of the WRSDC, but participation is encouraged should the student desire.
- He/she shall serve for a term of one year but may be reelected or reappointed for an additional term or terms.
- The election or appointment of the Student Representative(s) shall be held in the spring prior to the beginning of the academic year.

POLICY RELATING TO SCHOOL COMMITTEE OPERATION

***STUDENT REPRESENTATIVE(S) TO THE
WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE (continued)***

First Reading: 12/11/06

Second Reading: 01/08/07

Amendment First Reading: 01/11/16

Amendment Second Reading: 02/22/16

WRSDC Policy 1350

Wachusett Regional School District Committee

Organizational Meeting

Tuesday, June 30, 2020
7:00 p.m.Meeting to be conducted remotely, using Google MeetAGENDA:

- I Call to Order
- II Election of Chair
- III Election of Vice-chair
- IV. Adjournment

The above agenda items are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law

Wachusett Regional School District Committee

Tuesday, June 30, 2020
7:00 p.m.Meeting to be conducted remotely, using Google MeetAGENDA:

Public Hearing

Chair's Opening Remarks

Student Representatives' Reports

Superintendent's Report

- Discussion of Report
- Recommendations Requiring Action by the School Committee
 - To accept the Annual Evaluation of the Superintendent of Schools
 - To authorize the Superintendent of Schools to sign the Memorandum of Agreement Between WRSD and the WREA –*Special Education Extended School Year*
 - To authorize the Superintendent of Schools to sign the Memorandum of Agreement Between WRSD and the WREA –*Early Retirement Incentive*
 - To accept the settlement agreement between AA Transportation for Home to School Transportation, Special Education In-District and Special Education Out-of-District and the Wachusett Regional School District whereby invoices for the total closure days of 62 days are pro-rated with a payment to the vendor of 75% of total invoice, with the District realizing a savings of 25%.
 - To accept the settlement agreement between Van Pool Transportation for Special Education Out-of-District Transportation and the Wachusett Regional School District whereby invoices for the total closure days of 62 days are pro-rated with a payment to the vendor of 75% of total invoice, with the District realizing a savings of 25%.
 - To authorize the use of \$450,000 of certified "Excess and Deficiency" funds from the Excess and Deficiency Account as a funding source for the WRSD FY21 budget, due to expected cuts in FY21 state education aid from the Commonwealth of Massachusetts due to the COVID-19 crisis.
 - To authorize a budget transfer of \$150,000 from the Transportation Appropriation to the Transportation Stabilization Account
 - To authorize a budget transfer of \$148,000 from the Instructional Support Appropriation to the Benefits and Insurance Appropriation.
 - To authorize a budget transfer of \$20,364 from the Operations and Maintenance Appropriation to the Other Operating Costs Appropriation.
 - To authorize the listed FY21 Revolving Funds in accordance with M.G.L. Ch. 44, Sect. 53E ½, to be expensed under the direction of the Superintendent of Schools (or designee), to be credited with receipts from acknowledged revenue sources, to be expended for their respective stated purposes, and not to exceed the authorized amounts.
 - To authorize the listed FY21 Student Activity Funds in accordance with M.G.L. Ch. 71 Sect. 47, for funds belonging to the students and not to the District or school control, to be credited with receipts from acknowledged revenue sources, to be expended for their respective stated purposes, and not to exceed the authorized amounts.
 - To approve the 2020-2021 School Committee Meeting Schedule

Unfinished Business

Secretary's Report

- Approval of Executive Session Minutes of the WRSDC held on 3/9/2020
- Approval of Executive Session Minutes of the WRSDC held on 5/11/2020
- Approval of the #1344th Regular Meeting Minutes of the WRSDC held on 5/26/2020
- Approval of the #1345th Regular Meeting Minutes of the WRSDC held on 6/8/2020

Treasurer's Report/Financial Statements
Committee Reports

- Management Subcommittee
- Education Subcommittee
- Business/Finance Subcommittee
- Legal Affairs Subcommittee
- Superintendent Goals and Evaluation Subcommittee
- Facilities and Security Subcommittee
- Audit Advisory Board
- Ad-Hoc Subcommittee
 - 1. Ad Hoc Subcommittee to Negotiate the Superintendent's Contract
- Building Committees

School Council Reports

Public Hearing

New Business

Adjournment

The above agenda items are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law

Wachusett Regional School District Committee

Monday, July 13, 2020
7:00 p.m.

Meeting to be conducted remotely, using Google Meet

**Wachusett Regional School District Committee
July 2020-May 2021**

July 13, 2020	Location: format of meeting (virtual v in-person) TBD
August 10, 2020	Location: format of meeting (virtual v in-person) TBD
September 14, 2020	Location: format of meeting (virtual v in-person) TBD
October 13, 2020 (Tuesday)	Location: format of meeting (virtual v in-person) TBD
November 9, 2020	Location: format of meeting (virtual v in-person) TBD
December 7, 2020	Location: format of meeting (virtual v in-person) TBD
January 11, 2021	Location: Wachusett Regional High School, Holden (TBD)
January 25, 2021	Location: Wachusett Regional High School, Holden (TBD)
February 8, 2021	Location: Wachusett Regional High School, Holden (TBD)
March 1, 2021	Location: Wachusett Regional High School, Holden (TBD)
March 15, 2021	Location: Wachusett Regional High School, Holden (TBD)
April 12, 2021	Location: Wachusett Regional High School, Holden (TBD)
April 26, 2021	Location: Wachusett Regional High School, Holden (TBD)
May TBD	Location: Wachusett Regional High School, Holden (TBD)

(approved by the WRSDC)



Rebecca Petersen <rebecca_petersen@wrsd.net>

Google Hangouts Meet Requirements

Barry Sclar <barry_sclar@wrsd.net>

Wed, Mar 18, 2020 at 9:54 PM

To: Kenneth Mills <Kenneth_Mills@wrsd.net>, Rebecca Petersen
<rebecca_petersen@wrsd.net>

Google Hangouts Meet works with the latest versions of all major browsers (Chrome, Firefox, Safari, Edge).

When joining the meeting, be sure to allow camera and microphone access if prompted.

If you plan to join using an iOS or Android device, install the Hangouts Meet app ahead of time.

Hangouts Meet for Android

Hangouts Meet for iOS

You can click the meeting link at any time (even right now) to test your device compatibility.

BARRY SCLAR | SUPERVISOR OF INFORMATION SERVICES
WACHUSETT REGIONAL SCHOOL DISTRICT | 508-829-1670 x269

The contents of this e-mail, and any attachments, are the property of the Wachusett Regional School District, and subject to the Public Records Law, M.G.L. c.66, § 10.

Belle McNamara

Research Paper

BHP 150

The Drama of Arts Education in America:

Why Arts Education Funding is More Important Now Than Ever

Before much existed, there was art. The first cave paintings date back 64,000 years ago during the time of the Neanderthals (The Guardian), and from that point on, art has existed throughout human life in many forms. Some may ask, what is art? Art is everything around us. Whether it was a propaganda song written in wartime or a so-called painting titled "The Last Supper", art has documented our history and strengthened our understanding of the world around us. Art is always evolving and changing to suit what we need, and from folk art to fine art, there is an art form for everyone. Not only can art be entertaining, but it represents our culture, our religion, and ourselves. If this is all true, why are there now art departments across America fighting for the money to provide a valuable arts education to its students? Today's students are tomorrow's professionals, and the future depends on the young minds being shaped in classrooms across the country. However, the quality of their education depends on the funding decided by school and government officials. Some argue that funding the arts is a waste of money compared to investing in science or sports, and that artistic subjects lack the legitimacy and practicality of other "academic" subjects. However, it is important to fund arts education in America because studying the arts benefits the human spirit, improves understanding of

other scholarly subjects, and has been proven to strengthen a student's overall academic performance and ethical intelligence.

According to the journal *Building Public Confidence in Arts Education*, no student should graduate from high school without a robust understanding of what art is and how it relates to one's happiness involving concepts like cultural development and the continuity of existence. One's relationship to art begins during childhood from the first time we hear a story or dance to a song. Because of this joyous encounter of an artistic experience, a child will always associate the rewarding experience of learning an art form with the resulting happiness. However, life does not remain as simple and euphoric as it did in childhood. Being human means that we latch on to different feelings or passions, and the highs and lows that affect us as we go through schooling destroys our spontaneity and our spirit. We begin to view life differently than we did that first time we heard a song or read a book. Art speaks truth and makes space for life. Although written in different time periods, Homer's *Iliad* and Harper Lee's *To Kill A Mockingbird* are timeless examples of works that were written to help us understand life while giving us knowledge of the human experience that we may not have experienced yet for ourselves. Their central messages of fate, class and racial injustice were relevant in 8th century BC and 1960, and still hold true today. The arts gave us some of our first euphoric experiences, and if we continue to study them as we grow up, they can give us the next euphoric experience, enlightening us in times of confusion. Additionally, arts are a link between our educational and our ethical lives. The academic journal *Justifying the Arts: Drama and Intercultural Education* indicates that society needs values just as much as it needs academic abilities. Not only do the arts make us stronger learners, but it also makes us better people. According to Friedrich Schiller, a German poet, philosopher, and playwright, one's culture is recognized as the arts "taught us to see it, to know it, to celebrate it- both to

confront it and transform it- to rejoice in it even when it is unpleasant”. The arts need to be taught because of the capacity in which art production and performance contains the human experience seen through its point of view.

In addition to its role in the human spirit, arts should be invested in because of how it relates to and strengthens a student’s understanding of other academic subjects. One argument against funding arts education is that the arts are a waste of money and it is more important to fund other subjects like STEM or sports. However, the arts are just as important as any other course because of how it relates to other subjects and teaches students how to be better learners. According to an academic journal titled “The Arts and Education”, the arts require a “rigorous grounding in technique, but also an openness to other fields, other teachers; the students must range widely, or there is no learning”. Many who have never studied the arts fail to understand how challenging it really is, and choose to belittle or ignore it. Also, subjects like drama and english are very similar to each other. Theatre studies and english teachers who teach drama are essentially the same, but just because one class is given a more “artistic” title, it is not taken as seriously. A critical failure in how school systems justify cutting arts programs is due to how the arts are constantly compared to other subjects when in reality, it should not be. Howard Cannatella in "Justifying the Arts: Drama and Intercultural Education" states, “We know that science speaks with one voice, but the arts contrarily speak with millions of voices, displaying many different results”. The arts are just as valid as any other subject. Art could never compare with the results of science just as science could never compare with the results of art. Although the subjects are vastly different, they are just as important. Presenting varying voices and results of art showcases different ideas that are just as accurate and valuable as the voice of science. When arts education was first being integrated into the university curriculum, theatre and dance programs mostly consisted of female

students, and was therefore thought of as mere “entertainment”, not taken seriously by administrators or legislators. These programs lacked the “seriousness” of literature or classical studies and the visibility of athletics (The Arts and Education). The failure to address the interrelationship of the arts resulted in generations of students with no working knowledge outside their own field. Developments in the arts from the past century should be integrated into current curriculums. It is necessary to know and understand the history of performance and art from decades past to move forward. For example, many think rap music is modern, giving them an excuse to complain that they cannot appreciate current day music. However, its history spans back thousands of years through many different cultures, but few students or adults have the skills to make this connection because their education failed them.

In 1998, Hon. Bob Schaffer of Colorado addressed the need for arts education in the United States House of Representatives. He believed that arts education was an essential part of education, and always had been since the birth of Western civilization. The arts were proven to stimulate higher brain function and elevate test scores in other subjects, he pointed out as the “Mozart Effect”. Although it has been recognized that arts participation contributes to the improved health of our society, its place in K-12 education is not as prominent as it should be. This is in part because of the public school’s recent increased focus on standardized testing, as schools are pressured to focus their efforts and funding on increasing test scores due to government mandates like the No Child Left Behind Act of 2006. According to a federal government report, schools with higher percentages of minority students saw even more decreases in the quality and the amount of their arts education. To reveal why schools were wrong to dismiss the arts so quickly, Dr. Daniel H. Howen from Texas A&M University and Dr. Brian Kisia from the University of Missouri conducted a trial in 2019. Their study included 10,548 students in grades 3 through 8 in over 42 different schools. The students received an influx of arts

education experiences ranging from before or after school programs to in-school performances from professional artists. From this trial, Dr. Howen and Dr. Kisia discovered that an increase in arts education can “reduce the proportion of students receiving disciplinary infractions by 3.6 percentage points, improve STAAR writing achievement by 0.13 of a standard deviation, and increase students’ compassion for others by 0.08 of a standard deviation” (Investigating Causal Effects of Arts Education Experiences: Experimental Evidence from Houston’s Arts Access Initiative). Additionally, 86% of the sample consisted of elementary age students, and arts education also gave them more motivation when it came to classroom engagement and aspirations of college. Not only did the artistic experiences strengthen a student’s skills in unrelated subjects and standardized testing, it also had a positive impact on their human characteristics, like increased empathy and aspiration. Today more than ever, many young kids lack communication skills due to an increase in technology usage and “screen time”. They then go to school without an understanding of how to properly interact with their peers, which can lead to depression and other mental illness. Art forms like singing in a choir or performing in an ensemble are group efforts and they require their participants to connect with others. According to Mike Flemming in “Justifying the Arts: Drama and Intercultural Information”, “Successful education is not just about designing a syllabus but it is as much about creating a culture...a strong arts program in a school is likely to have a positive impact on pupils’ attitudes and in turn on their general performance”. As seen with Dr. Howen and Dr. Kisia’s study, students who attended schools with a strong arts program and a culture that values creativity have improved mindsets and can therefore excel in class. If schools want to see an increase in their standardized testing scores, they should consider investing in arts education.

Those who dismiss the arts may do so because they believe it could be a part of “decadent culture”, a symbol of the national identity they don’t care for. As the arts were professionalized, they

became specialized, and it was easy to attack the arts for elitism and their failure to address certain issues. The arts should not be considered a luxury, and are only considered to be so because young people are not exposed to them sooner. If opera or painting or piano lessons were introduced and valued at a younger age, art would not be considered elite, it would be considered a part of life. Fine art would become tangible and within reach. Another common argument from people who do not support the arts is because they believe other divisions like athletic programs deserve the funding more than arts programs. The football team is often more visible than the pep band in the stands cheering them on, but that does not mean that the arts couldn't be more visible if they were well-funded. Aileen McKinstry, a student at Penn State, recalls a time in high school where there was an overwhelming interest in joining chorus and band, but her school "elected to spend \$9 million to fix a sinkhole in the high school football field instead of purchasing new band uniforms, or fixing a crack in the choir room large enough to see daylight through, or lessening the costs for music-related trips" (2). Both athletic departments and art/music departments deserve funding, but there is a trend in American schools in which athletic departments receive disproportionately more funding than the arts. A 2011 study of Chicago elementary schools found that "24% of schools are given funding for more than one-full time positions in arts or music, while 65% have to choose between an art or music teacher. 8% of Chicago elementary schools have no funding for arts or music positions" (McKinstry 3). Similar struggles exist nationwide, and music programs are usually the first to be defunded when a school loses money, casualties rarely endured by athletic departments. Athletics are so valued in part because of the American "sports culture". Students, parents and alumni attend school sporting events in large numbers, pep rallies are held to idolize sports teams, and athletes are stereotyped as "elite". If there was as much support for artists as there is for athletes, art educators would not be scraping the bottom of the barrel when it comes to funding their

departments. Fine arts are not “elite”, they exist in most school hallways, but do not always receive the funding or attention they need to be fully appreciated or visible.

It is Spring 2020, and the world is experiencing a catastrophic pandemic. Sports are cancelled, restaurants are closed, and families are separated. In a time where there is not much to turn to, many people have turned to artists. There are still movies and television to watch, books and poems to read, and music to listen to. Without artists, the world would not even have this entertainment, and without arts education, the world would likely not have these artists. All students deserve an in-depth education in the arts because it benefits the human spirit while helping us understand life. Schools should invest in the arts because it strengthens a student’s understanding of other academic subjects while boosting standardized testing scores, something dearly valued by school districts. In addition to advancing students in the classroom, the arts also make students more ethical, creative, and passionate. The arts cannot and should not be compared to other areas like science or sports. Next time you listen to your favorite song or watch your favorite movie, thank an arts educator for creating an artist.

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Wachusett Regional School District Committee

Biographical Information
(To be posted on the District's website)

Name: _____

Address: _____

Telephone: _____

Email: _____

Years of service: Year first elected: _____ Term expires: _____

School Committee Assignments: _____

Educational Philosophy Statement:

Wachusett Regional School Committee
Subcommittee/School Council Requests

First Choice _____

Second Choice _____

Third Choice _____

School Council Liaison _____
Name of School

School Committee Member

Date Submitted

Subcommittees:

Business/Finance

Legal Affairs

Education

Facilities and Security

Superintendent Goals and Evaluation

Management*

Audit Advisory Board

*membership of the Management Subcommittee consists of School Committee Chair and Vice-chair and the Chairs of the standing subcommittees



Darryll McCall <darryll_mccall@wrsd.net>

MaFLA 2020 essay contest Superintendent McCall .docx

Kathleen Egan (via Google Drive) <egan.kathleen.a@gmail.com>

Reply-To: Kathleen Egan <egan.kathleen.a@gmail.com>

To: darryll_mccall@wrsd.net

Tue, Jun 16, 2020 at 12:54 AM

egan.kathleen.a@gmail.com has attached the following document:



MaFLA 2020 essay Superintendent McCall .docx

Snapshot of the item below:

Attachment 9
June 25, 2020



Massachusetts Foreign Language Association

<i>President</i>	<i>President-Elect</i>	<i>VicePresident</i>
JEANNE O'HEARN Masconomet Regional School District	BECKIE BRAY RANKIN Lexington High School	PAT DIPILLO, Ed.D. Falmouth Public Schools
<i>Second Vice President</i>	<i>Clerk</i>	<i>Treasurer</i>
SARAH MOGHADDER Retired teacher	KATHLEEN M. TURNER Sharon High School	MARYANN BRADY Tyngsboro High School (retired)

June 8, 2020

Dear Mr Darryll McCall,

Each year, MaFLA holds an essay contest to raise students' awareness of the role that world languages play in our state and to

involve students and teachers more actively in that purpose. The Essay contest is intended to allow students to demonstrate the effect that being multilingual and multicultural has in our global society.

The theme of the Annual Essay Contest for 2020 was Creating Cross Cultural Connections. Encouraged by their world language teachers, students in your district demonstrated how they understood and interpreted the current theme to raise awareness of the role that world languages play nationally and internationally.

MaFLA would like to thank the teachers and students from your district who participated in the Annual Essay Contest:

<i>teacher</i>	<i>student</i>
Emily Loughlin	Jane Zgurzynski
Emily Loughlin	Lucy Patterson

The results of the MaFLA's Annual Essay Contest are as follows:

Middle School Division Winner
Matvey Malinosvski
Wood Hill Middle School, grade 8
Teacher: Norma Villarreal

Essay of the Year
Divyvasri Krishnan
Acton-Boxborough Regional High School, Spanish Level 4 Honors Pre-AP
Teacher: Hye Kyung Dragone

Additionally, the following students earned Honorable Mentions:

<u>Student</u>	<u>School/Grade</u>	<u>Language</u>	<u>Teacher</u>
Erin Rasmussen	Wood Hill Middle School	French	Zoé Cabaret-Salameh
Zara Havat	Wood Hill Middle School	French	Zoé Cabaret-Salameh
Peter McLaughlin	Wood Hill Middle School	Spanish	Maria Hernandez
Connor D'Angelo	Wood Hill Middle School	Spanish	Maria Hernandez
Karan Singh	Wood Hill Middle School	Spanish	Norma Villarreal
Jane Zgurzynski	Thomas Prince School	Spanish	Emily Loughlin
Lucy Patterson	Thomas Prince School	Spanish	Emily Loughlin

Alison Chung Acton-Boxborough RHS. gr.10 Spanish 4H Hye Kyung Dragone

Lauren Hutchison

Wilmington High School

Spanish

Carlos-Luis Brown

As a professional organization, MaFLA is committed to the professional development of its members as well as the promotion of foreign languages as a core academic discipline. The support and encouragement of our superintendents make the yearly essay poster contest a valued endeavor by all MaFLA members.

Sincerely,

Kathleen Egan
Essay Contest 2020
www.mafila.org

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Wind Beneath Their Wings Recipients
Spring 2020

Attachment 10
June 25, 2020

Mark Ajemian	Cynthia Gustafson	Amanda Walsh
Sabrina Alcock	Andrew Hacket	Betsy Wood
Danae Allison	Mary Hancock	Lynn Wood
Kenneth Baer	MaryAnn Hawkridge	
Pamela Bakerlis	Cristi-Anna Indeck Zimirowski	
Joanne Beaudry	Kim Keeney	
Carolyn Beaumier	Catherine Kiernan	
Shannon Bischoff	Bethany Killeen	
Ingrid Bosco	Lisa Lamoureux	
Erin Broudo	Donna Lapierre	
Mary Caloiaro	Christina Little	
Paula Cardaci	Sean Martin	
Mary Cayer	Jaime McKeon	
Robert Champlin	Katelyn Mercer	
Kara Chandonnet	Jay Norton	
Catherine Colton	Matthew Otteman	
Nicole Daly	Theresa Parretti	
Jean DeJoinville	Stephanie Poh	
Garrett Desforges	Tiffany Schultz	
Barbara French	Tammy Smith	
Joseph Fusco	Michele Thorne	
Caitlyn Gentilucci	Cassandra Vecchione	
Bridget Grensavitch	Steve Vincent	

June 25,2020

Dear Wachusett Families and Staff:

Today, Governor Baker's office and the Massachusetts Department of Elementary and Secondary Education (DESE) released their *initial* guidance for reopening schools this fall. We are appreciative of the level of thought and care that went into the development of this guidance.

DESE acknowledges that this document is not all-encompassing, and more information and guidance will be forthcoming this summer. The full document is linked here: [DESE Initial Guidance \(PDF\)](#)

Here are some key components:

- Current medical research supports a safe in-person return to school, with preventive measures in place, as infection and transmission rates are lower for children than adults.
- Preventive measures include masks/face coverings, physical distancing, handwashing, and cleaning frequently-touched surfaces.
- Masks/face coverings will be required for all students in Grade 2 and above and for all adults. They are also recommended for students in Grade 1 and below.
- Based upon current medical research, and in conjunction with other preventive measures, a minimum physical distance of three feet has been established for school settings.

All school districts will be required to develop three separate plans; one for a return to full in-person instruction with safety requirements, one for full remote learning, and one for hybrid learning that combines in-person and remote learning. The guidance emphasizes that students returning to school in-person is the primary objective.

Last night, the WRSD Reopening Health & Safety Advisory Task Force met again to review their progress on planning for school this fall. This group of stakeholders has been working diligently during the month of June to develop recommendations to promote a safe reopening of schools in the district. This group will review survey data and align their work with the guidance that was shared today. The guardrails provided by the state will help shape how Wachusett successfully addresses the challenges we will face in the upcoming school year.

While there are still many unknowns, I will continue to provide regular updates as more information becomes available. Thank you for your continued patience and understanding.

Darryll McCall
Superintendent
Wachusett Regional School District



Initial Fall School Reopening Guidance

Jeffrey C. Riley
Commissioner

June 25, 2020



Opening Letter from Commissioner Jeffrey C. Riley

June 25, 2020

Dear Fellow Educators, School Administrators, Parents, and Community Members,

After a spring unlike any before, I write to you about our plans for the fall with the wellbeing of our students, teachers, staff, and communities firmly in mind. It is sobering to think of the sickness and fatalities caused by COVID-19 in our state, in our nation, and around the world. It also distressing to witness the murder of George Floyd and others and know that this is a reflection not of a single incident, but a long history of inequity. Through the lens of these two issues, we look at how to best open our schools this fall.

After weeks of discussion with many stakeholders, including our members of our Return-to-School Working Group, infectious disease physicians, pediatricians, and other public health experts; a thorough review of the medical literature; and evaluating what works best for our students, we want to start the school year with as many of our students as possible returning to in-person settings—safely. If the current positive public health metrics hold, we believe that when we follow critical health requirements, we can safely return to in-person school this fall with plans in place to protect all members of our educational community.

Part of our responsibility as educators, administrators, and parents is to do all that we can to help our children in this difficult time. As we all know, there is no substitute for the attention and engagement that is only possible with in-person learning. We can mitigate the risks associated with COVID-19 for in-person school programs and prevent the significant consequences of keeping students out of school and isolated. It will take all of us working together to make this successful.

In the memo that follows, DESE is providing initial guidance for school reopening this fall that prioritizes getting our students back to school in person—safely, following a comprehensive set of health and safety requirements. At the same time, DESE is requiring each district and school to also plan for remote learning and a hybrid school model, a combination of in-person and remote learning, should local conditions change this fall or winter.

The fall reopening guidance comes from a place of deep care and concern, with a focus on translating the public health data and evidence into practical application for school settings. We also acknowledge that it will likely elicit many new questions. We intend to address the most common questions in a running series of FAQs, along with additional specific topical guidance throughout the summer.

I look forward to hearing from you and working together to plan for our children's individual and collective success in the school year ahead.

Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

MEMORANDUM

To: Superintendents, Charter School Leaders, Assistant Superintendents, Leaders of Special Education Schools, and Collaborative Leaders
Fr: Jeffrey C. Riley, Commissioner
Date: June 25, 2020
Re: **DESE Initial Fall School Reopening Memo**

With this memo, we are providing districts and schools with initial guidance on reopening for the fall. In this guidance, we:

- **Clearly state our goal for this fall: the safe return of as many students as possible to in-person school settings, to maximize learning and address our students' holistic needs.** If the current positive public health metrics hold, we believe that by following critical health requirements, we can safely return to in-person school.
- **Provide a clear set of health and safety requirements for in-person learning this fall, grounded in the most up-to-date scientific literature and discussions with expert medical advisors.** While subject to revision as the COVID-19 pandemic evolves and more scientific evidence becomes available, these requirements will serve as an initial planning blueprint for the in-person return of students and staff this fall.
- **Require districts and schools to prepare a reopening plan that addresses three possible learning models for this fall:** in-person learning with new safety requirements, a hybrid of in-person and remote learning, and the continuation of remote learning (to ensure continuity of learning throughout the school year, even if circumstances change). Schools will also need a focused plan for special student populations. Districts and schools will be required to submit a comprehensive reopening plan to the Department of Elementary and Secondary Education (DESE) in August that addresses these three models. More information will follow shortly.
- **Outline the future guidance and other supports that DESE will provide in the coming weeks.**

This initial fall memo is one of several updates you will receive from us about fall reopening, with more information to come in July. Districts and schools have already received [initial supplies guidance](#) and also two documents for summer school planning – [initial summer school guidance](#) and [guidance on summer 2020 special education services](#). Earlier this spring, we also provided [initial](#) and then [more comprehensive guidance](#) on remote learning.

Developing this initial fall memo required us to draw on the perspectives of both the educational *and* medical communities. To that end, this guidance reflects weeks of intensive conversations with education stakeholders, including our Return-to-School Working Group, and collaboration with infectious disease physicians, pediatricians and public health experts from the Massachusetts General Brigham Health System and the Massachusetts chapter of American Academy of Pediatrics. Our process has included a close review of guidelines from the Centers for Disease Control (CDC) and World Health Organization (WHO), as well as available medical literature on COVID-19 related to children and school settings. Finally, we consulted with the MA COVID-19 Command Center's [Medical Advisory Board](#), comprised of physicians and other

health experts, which carefully reviewed the health and safety requirements for in-person learning outlined in this document.

Background and context

On March 17, 2020, all elementary and secondary public and private schools in the Commonwealth were ordered to cease in-person instruction, as part of the statewide plan to combat the COVID-19 pandemic and rapidly reduce the transmission of the novel coronavirus. This closure was later extended to last through the end of the 2019-20 school year.

We are currently in Phase 2 of [Reopening Massachusetts](#), and more businesses are able to resume operations with restrictions and capacity limitations. We are optimistic that with our collective continued vigilance (wearing masks, hand washing/sanitizing, staying home when sick), Massachusetts will continue to progress through subsequent reopening phases.

The virus has had different impacts on communities across the state; several cities and towns were impacted significantly, while others have had few infections and no reported fatalities. Over the past several weeks, Massachusetts has seen rates of infections, hospitalizations and fatalities fall steadily, even as the virus remains a significant concern in several communities. As we all know, the COVID-19 context in Massachusetts is not static, and we will continue to monitor the situation closely.

At the same time, other countries have taken steps to reopen schools, which has provided the medical community with an opportunity to study the impacts of the virus in school settings and on children, providing valuable data and strategies that have been effective in reducing the risk of infection and transmission.

In our discussions with infectious disease physicians and other health experts, we have used both local and international data, trends, and case studies to inform our initial guidance for the fall.

Our goal for this fall

Our goal for the fall is to safely bring back as many students as possible to in-person school settings, to maximize learning and address our students' holistic needs. With the information provided in this memo, districts and schools should begin planning for a fall return that includes multiple possibilities, with a focus first and foremost on getting our students back into school buildings.

There is a clear consensus from both education and medical groups: we must keep in mind not only the risks associated with COVID-19 for in-person school programs, but also the known challenges and consequences of keeping students out of school. While remote learning has improved over the course of the school closures, there is no substitute for in-person instruction when it comes to the quality of students' academic learning. In-person school plays an equally important role in our ability to support students' social-emotional needs, including their mental

and physical health, and in mitigating the impacts of trauma. We also recognize how disruptive school closures have been to families trying to maintain regular work schedules and manage household needs, including childcare, while also facilitating remote learning.

Moreover, in light of recent events and a national movement to fight for racial justice, it is even more critical that our students are able to quickly return to robust learning opportunities and a supportive school environment, through which we can engage in meaningful discussions on anti-racism, provide mental health supports, and help to prepare our young people to bring about the changes our world desperately needs.

In discussions with infectious disease physicians, other medical advisers, and the COVID-19 Command Center's Medical Advisory Board, we were heartened to learn that – based on current data and research – the medical community supports the return of our students to in-person learning, with appropriate health and safety guardrails in place. **With adherence to a comprehensive set of critical health and safety requirements, we can bring our students, staff, and families safely back to school.**

Most of us are now quite familiar with the critical health and safety practices that reduce the risk of transmission of COVID-19. These include rigorous hygiene and handwashing, use of masks/face coverings, physical distancing, reducing interaction between groups, staying home when sick, protecting those most vulnerable to the disease, and expanding testing and tracing capabilities, among others.

However, what can often get lost in long lists of practices is that it is not one mitigation strategy, but a combination of all these strategies taken together that will substantially reduce the risk of transmission. **In other words, establishing a culture of health and safety in our schools that focuses on regularly enforcing these important practices is more important than any one measure.**

Contextual factors

We recognize that several critical factors affect our ability to bring students back to in-person school settings this fall.

Financial resources. For planning purposes, districts and schools should assume a “level service plus” budget in order to bring students back in person; in other words, additional funds on top of their projected budgets to manage additional costs associated with health and safety preparations. We also recognize that “level service plus” must include additional resources targeted to our historically under-resourced communities. While schools and districts, through the city or town in which they are located, have already received federal CARES Act funds to support COVID-19 related purchases such as health and safety supplies/PPE, technology, and facilities upgrades, **the Commonwealth is making additional funding sources available directly to schools and districts to support reopening.**

To date, the following federal grants have been available to cities and towns for educational expenses related to COVID-19:

- \$193.8 million from the Elementary and Secondary School Emergency Relief (ESSER) Fund to districts, largely based on the Title I formula.
- A portion of the \$502 million from the Coronavirus Relief Fund (CvRF) already allocated to cities and towns, of which a meaningful amount of submitted costs are related to education.
- Up to \$15 million in competitive federal funds for which the Executive Office of Education (EOE) and DESE have applied.

In addition to the above funds, the Commonwealth is making available:

- **An additional \$202 million from the CvRF for a new grant round to support school reopening.** Of the \$202 million, \$182 million will be formula grants (\$225 per pupil) and \$20 million will be available at the Commissioner's discretion for distribution to districts with unmet needs. In accordance with federal rules, these funds must be spent by December 30, 2020 for COVID-19 related expenses. Funding for the City of Boston and Plymouth County are separate and in addition to these funds.
- **\$25 million available for remote learning technology grants** through which the Commonwealth will provide a 100% state match to districts for their remote learning needs.

While school and district budgets remain uncertain, these additional resources will support schools and districts to provide a healthy and safe environment for in-person learning in the fall.

Cold/flu season. Flu season is another critical factor that could pose significant challenges for schools and students. Not only do flu symptoms closely mirror COVID-19 symptoms, but managing both a bad flu season and ongoing presence of COVID-19 could be highly disruptive for our educational institutions and healthcare system. It is essential that the educational and public health communities, as well as cities and towns, work closely together to ensure as many children and adults as possible receive flu vaccines this fall. Given the high priority of flu vaccinations, particularly this year, the administration will work with these key stakeholders and others on a strategy to enhance flu vaccination coverage in Massachusetts, particularly among school aged children. More guidance will be coming from the Department of Public Health.

Trajectory of COVID-19. All guidance in this document is based on the best information we have as of mid-June. We will carefully monitor the data in the coming weeks and months. Districts and schools must be prepared to be flexible and ready to pivot if circumstances change significantly. For this reason, districts and schools must plan not only for in-person learning, but also hybrid learning models (in which students learn in-person for some of the time and remotely for some of the time), and also full remote learning. Remote learning may be a necessary option in the fall for some students who are unable to return to school due to underlying medical conditions and potentially for all students if COVID-19 forces widespread school closures in the future.

Supporting educators and staff

Our educators and staff are essential to our success as a Commonwealth in preparing for a safe and successful fall reopening. We recognize that educators have been concerned about the challenges of remote learning and student learning loss during school closures this spring, and many educators have been balancing their teaching duties with their own family and personal needs. Some have felt the devastating impact of the virus personally.

We also know educators are eager to teach their students in person again, and that staff members are concerned about the health and safety of their students as well as their own health and safety. We are committed to supporting you with guidance and training as we prepare for fall reopening.

Based on the combination of health and safety requirements and rigorous protocols that we are putting in place for the fall, we believe the risk of transmission in schools is likely lower than the risks of transmission in many other settings. Furthermore, based on available data and effective implementation of critical health and safety practices, the rate of in-school transmissions has been low.^{1 2 3 4}

We recognize that planning for reopening in this “new normal” will not be easy; we also know that planning is not nearly as important – nor as difficult – as execution. To have a successful school year, we will all have to be problem-solvers, flexible and responsive to data, and willing to course-correct as necessary. It is also important to acknowledge that there will be COVID-19 positive cases in schools, and we will have protocols to help you determine the appropriate next steps when this happens to keep the school community safe.

Educators and other staff who are at higher risk of severe illness from COVID-19 will want to consult with their health care providers about whether and under what circumstances a return to in-person school settings would be medically inadvisable. We will provide guidance to support districts in working with their educators and staff on critical reopening issues, including those who are at higher risk of severe illness from COVID-19.

Recognizing the special role of families

Families, in consultation with their medical providers, will ultimately make the decision as to whether their children will attend in-person instruction, or whether their children will continue with remote learning. Districts should engage regularly and substantively with families in their primary language to ensure that they have accurate and up-to-date information to make informed decisions about whether an in-person return is best for their children. This also means that all districts will need to have a remote learning program in place for students who are unable to return to in-person school.

Families also play a critical role in supporting the new culture of health and safety that each school must establish. Most importantly, families can help mitigate the transmission of COVID-19 in their school communities by checking their children daily for any COVID-19 symptoms and keeping them home from school if they are sick or have had close contact with a person

diagnosed with COVID-19. Families can also contribute by supporting the use of masks in school and on the bus, arranging alternate transportation whenever possible, communicating with teachers, school leaders and local authorities, and continuing to follow state guidance on health and safety outside of school. DESE will provide further guidance and resources for families.

Emerging implications from the medical literature

This section summarizes some of the emerging themes and implications from the medical literature on childhood susceptibility to and transmission of COVID-19 as of mid-June 2020. Because COVID-19 is a novel disease, this literature is growing rapidly, and new information is emerging almost every day. Our guidance will continue to evolve as the science develops.

At this time, the evidence suggests schools have not played a significant role in COVID-19 transmission and that children, particularly younger children, are less likely than adults to be infected with COVID-19. Furthermore, if they become infected, it appears children may be less likely to transmit COVID-19 to others. Based on these initial findings, the health and safety requirements throughout this guidance, as well as considering the key features of school programming at different grade spans, the current evidence supports a safe in-person return to school with implementation details varying for elementary schools (including pre-kindergarten programs), middle schools, and high schools.

- **Schools do not appear to have played a major role in COVID-19 transmission.** In a review of COVID clusters, only 4% (8 of 210) involved school transmission.⁵ In a case study from New South Wales Australia, after 18 cases were found in schools (12 in high schools and 6 in primary schools), only 0.3% of student contacts were infected (1 in 695 individuals in 10 high schools and 1 in 168 individuals in primary schools). No teachers or staff were infected.⁶ Additional studies are included in Appendix A.
- **In general, rates of COVID-19 infection are lower for children than for adults.** Based on an analysis of data from six countries, children under 20 are half as susceptible to COVID-19 infection than adults.⁷ Furthermore, although children under the age of 18 make up 22% of the U.S. population, they account for less than 2% of all cases of COVID-19.⁸ In Massachusetts, children under the age of 19 were about four times less likely than the population at large to be diagnosed with COVID-19.⁹ Children are more likely to be asymptomatic, however, which underscores the importance of health behaviors for everyone (masks/face coverings, distancing, handwashing, surface cleaning).¹⁰ Additional studies are included in Appendix A.
- **If exposed, children may be less likely to become infected with COVID-19.** A meta-analysis of studies from several countries found that children were only 44% as likely as adults to become infected after exposure (note: pre-print study).¹¹ In China, in households with COVID-19 exposure, children under the age of 18 were infected at a rate of 4% compared with 17% for adults.¹² Additional studies are included in Appendix A.
- **If infected, it appears children may be less likely to infect others with COVID-19.** Most transmissions are from adults to children, rather than vice versa; this is different from some other respiratory viruses (note: pre-print study).¹³ In a U.S. study of 15 households, 73% of transmissions were from adult to child (the remaining were child-to-child or child-to adult).¹⁴ Additional studies are included in Appendix A.

Health and safety requirements and related guidance for in-person learning

The health and safety of students and staff are our top priority when making the decision to reopen schools in fall. The following health and safety requirements have been developed in collaboration with infectious disease physicians, pediatricians and public health experts from the Massachusetts General Brigham Health System and the Massachusetts chapter of American Academy of Pediatrics. Our process has included a thorough review of guidelines from the Centers for Disease Control (CDC) and World Health Organization (WHO), as well as available medical literature on COVID-19 related to children and school settings. Finally, the MA COVID-19 Command Center [Medical Advisory Board](#), made up of physicians and other health experts, has carefully reviewed the health and safety requirements for in-person learning outlined in this section.

At this time, these are the health and safety practices that will enable the safe reopening of schools this fall. These requirements will be modified as needed during the summer and into the fall. In addition to required practices, we have also included guidance on best practices where applicable.

As general background, COVID-19 spreads when people are in relatively close proximity, through respiratory droplets generated through coughing, sneezing, or talking to an infected person. Among the most effective preventive measures – when used consistently and in combination – are masks/face coverings, physical distancing, handwashing, and cleaning frequently touched surfaces.¹⁵

Masks/face coverings: As the primary route of transmission for COVID-19 is respiratory,^{16 17 18} masks or face coverings are among the most critical components of risk reduction.^{19 20 21} Masks/face coverings protect the general public against COVID-19 infection,²² with a recent retrospective study estimating near 80% effectiveness in reducing COVID-19 transmission, especially when worn prior to symptom onset.²³ In the United States, states advising face masks/face coverings be worn in public saw a decline in their COVID-19 growth rates,²⁴ and community-wide mask/face covering usage contributed to control of COVID-19 in Hong Kong.²⁵ **At this time, our initial requirements and related guidance are as follows:**

- **Students in grade 2 and above are required to wear a mask/face covering that covers their nose and mouth.** Students in kindergarten and grade 1 should be encouraged to wear a mask/face covering.²⁶ Face shields may be an option for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. Transparent masks may be the best option for both teachers and students in classes for deaf and hard of hearing students. They may also be useful for teachers and younger students who rely on visual / facial cues.
- **Adults, including educators and staff, are required to wear masks/face coverings.**
- **Exceptions to mask/face covering requirements** must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.
- **Mask breaks should occur** throughout the day.²⁷ Breaks should occur when students can be six feet apart and ideally outside or at least with the windows open. Further guidance on mask breaks including duration and frequency will be forthcoming, as well as more information about properly removing and putting on masks.

- **Masks/face coverings should be provided by the student/family**, but extra disposable face masks should be made available by the school for students who need them. Reusable masks/face coverings provided by families should be washed by families daily. Districts and schools with families experiencing financial hardship and unable to afford masks/face coverings should endeavor to provide masks for students through grant funds described earlier in this document.
- **Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.**
- **Transparent face coverings provide the opportunity for more visual cues** and should be especially considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers.

Physical distancing: Physical distancing is another important practice that helps mitigate transmission of the virus. While the U.S. federal CDC has recommended maintaining a physical distance of six feet between individuals,²⁸ the World Health Organization's guidance states approximately three feet.²⁹ There is no precise threshold for safety; indeed, studies suggest that physical distancing of three feet or more leads to reduced transmission, with additional distance providing additional protection.^{30 31} For instance, in a study of household transmission in China, keeping at least three feet of distance was associated with one-fourth the number of transmissions.³² It is important to note that six feet distancing is emphasized in public health advisories especially when no mask/face covering is worn.

We encourage districts and schools to aim for six feet of distance between individuals where feasible. **At the same time, a minimum physical distance of three feet has been established when combined with the other measures outlined in this list of safety requirements.** Because of the reduced susceptibility in children and lower apparent rates of transmission, establishing a minimum physical distance of three feet is informed by evidence and balances the lower risk of COVID-19 transmission and the overarching benefits of in-person school.

In preparing this document, we have reviewed the physical distance guidance for many other states and countries. In addition to the WHO, several other countries including Denmark, France, China, and Hong Kong recommend one meter (approximately three feet) distance in schools.^{33 34} ^{35 36} The United Kingdom is also changing its guidance to one meter of distance beginning July 4, replacing previous guidance of two meters.³⁷

Finally, this guidance is for fall reopening and is predicated on the Commonwealth continuing to progress through the phases of reopening with low COVID-19 public health metrics.³⁸ It will be critical to continue to take into account the community context of COVID-19 prevalence into the fall and winter. Where the community prevalence of COVID-19 is of concern, increased distancing will need to be considered.

Our initial requirements and related guidance are as follows:

- **Distancing requirements:** As reviewed and advised by the Massachusetts COVID-19 Command Center Medical Advisory Group, schools should aim for a physical distance of six feet when feasible, and three feet is the minimum distance allowed.³⁹ Schools should

seek to maximize physical distance among individuals within their physical and operational constraints.

- **Classroom and facility configuration:** To the extent possible, desks should be spaced six feet apart (but no fewer than three feet apart) and facing the same direction.⁴⁰ Again, schools should seek to maximize physical distance between desks within their physical and operational constraints.
- Alternative spaces in the school (e.g., cafeteria, library, and auditorium) should be repurposed to increase the amount of available space to accommodate the maximum distance possible.
 - In these larger spaces, establishing consistent cohorts/classes with separation between the cohorts/classes provides another option to maximize these spaces safely.
- **Additional safety precautions are required for school nurses and/or any staff supporting students with disabilities in close proximity, when distance is not possible:** These precautions must include eye protection (e.g., face shield or goggles) and a mask/face covering. Precautions may also include gloves and disposable gowns or washable outer layer of clothing depending on duration of contact and especially if the individual may come into close contact with bodily fluids.

Student groups: To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, to the extent feasible, elementary schools should aim to keep students in the same group throughout the day and middle and high schools are encouraged to minimize mixing student groups to the extent feasible. **Our initial requirements and related guidance are as follows:**

- **Cohorts:** Schools should divide students into small groups that remain with each other throughout the day, with smaller cohort sizes preferred. Schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible.
- **Capacity:** There are no required maximums on cohort or group sizes, so long as schools adhere to the physical distancing requirements above. (This guidance for the fall will replace previous summer guidance at the start of the school year, assuming positive health metrics hold.)

Screening upon entry: Checking for symptoms each morning by families and caregivers is critical and will serve as the primary screening mechanism for COVID-19 symptoms.⁴¹ Schools should provide information to families in their primary language to support them in conducting this symptom check and families should not send their children to school if they exhibit COVID-19 symptoms. We will be providing a checklist of symptoms and other guides to districts and schools to help families and students.

- **Screening procedures are not required at the point of entry to the school.** However, school staff (as well as bus drivers) should observe students throughout the day and refer students who may be symptomatic to the school healthcare point of contact.
- **As noted in previous guidance, temperature checks are not recommended** as screening for all students due to the high likelihood of potential false positive and false negative results.⁴²

Hand hygiene: Handwashing and hand sanitizing: Handwashing removes pathogens from the surface of the hands. While handwashing with soap and water is the best option, alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropanol) may be utilized when handwashing is not available.^{43 44} As has always been the case, handwashing should be used whenever hands are visibly soiled and after using the bathroom.⁴⁵ **Our initial requirements and related guidance are as follows:**

- Students and staff are required to exercise hand hygiene (handwashing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.
- **Handwashing:** When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel.⁴⁶
- **Hand sanitizing:** If handwashing is not feasible, hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content can be used.⁴⁷ Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry. Hand sanitizer should be placed at key locations (e.g., building entrances, cafeteria, classrooms).

COVID-19 related isolation space: In order to minimize transmission of COVID-19, schools must ensure they have an isolated space available for students displaying COVID-19 symptoms. **Our initial requirements and related guidance are as follows:**

- **Schools are required to designate a COVID-19 related isolation space that is separate from the nurse's office or other space where routine medical care is provided.** A student who shows COVID-19 symptoms during the school day should be moved to the specific room pre-designated for medical-related isolation until they can be picked up by a family member.⁴⁸ More information about steps to safely discharge students will be provided in future guidance.

COVID-19 testing in schools: At this time, in-school testing is not recommended. Students' families should discuss testing with their health care provider. As the accuracy of point-of-care testing develops, this guidance may change.

Vaccines: Districts and schools should work with parents to ensure that students are current on all standard vaccinations before they return to in-person school. In addition, health providers strongly recommend all students and staff get their regular flu vaccine.⁴⁹ Whereas for COVID-19 it appears children are less likely to be infected with and to transmit COVID-19, this is not the case for influenza, where children are frequent transmitters.^{50 51 52 53} Therefore, ensuring all students, teachers, and staff receive the seasonal flu vaccine is an extremely high priority. The Department of Public Health will be issuing updated guidance regarding vaccines for schools and parents.

Health and safety/PPE supplies: Per the initial supply guidance issued by DESE, schools should have an inventory of standard healthcare supplies (e.g., masks and gloves). Use of additional supplies may be optional based on type of tasks performed (e.g., teachers do not need to wear gloves while teaching but may need to during necessary contact with students, such as

when providing physical support to students with disabilities). All districts are eligible for federal CARES Act funds to support these purchases.

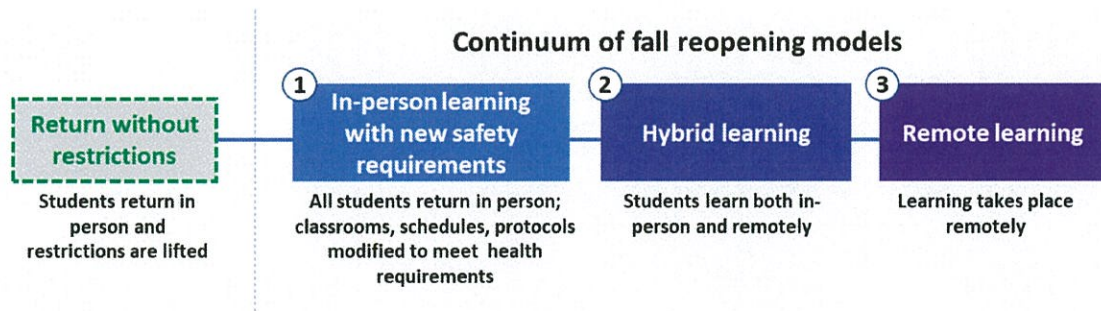
Additional health and safety protocols: Other protocols, such as facilities cleaning, are described later in this document.

District and school fall reopening plans

In this section, we describe the plans we are requiring all districts and schools to create to effectively prepare for fall reopening. This section also offers recommendations on reopening models to support districts and schools in preparing these plans.

Components of district/school fall reopening plans

Each district and school will need to plan for three possibilities on the continuum of reopening: 1) in-person learning with new safety requirements; 2) a hybrid of in-person and remote learning; and 3) remote learning. In addition, all districts/schools will also need a focused plan for serving special student populations across each of these models.



1. In-person learning with new safety requirements: For the fall, the box in light blue represents our goal to get as many students as possible back into schools for in-person learning—safely. In this model, all students return in person to school settings that are appropriately modified to accommodate the health and safety requirements outlined above. Examples of modifications could include altered classroom configurations, setting up additional learning spaces, and schedule changes.

2. Hybrid learning: In addition, all districts/schools must create a plan for a hybrid model in the event they are unable to bring all students back to school under the health and safety requirements despite their best efforts, or in case of COVID-19 related circumstances. A hybrid model means that students would alternate between in-person and remote learning. For instance, students could switch between in-person and remote learning on alternating weeks or days of the week.

3. Remote learning: All districts and schools are required to have a plan for operating a remote learning program. This model must be available for individual students who cannot yet return in-person, and for all students in the event of future classroom or school closures due to

COVID-19. Additional guidance on statewide support and resources for remote learning will be provided in the coming weeks.

Plan for special populations: Finally, across each of these models, all districts and schools need a plan for how special populations, including students with disabilities and English learners, will receive necessary services and accommodations.

Plan development and submission

Districts and schools will be required to submit their comprehensive fall reopening plans (all three models) to DESE in August. In addition, districts and schools will need to post their plans on their websites and complete an attestation to affirm that their fall reopening plans meet the health and safety guidelines established in this and updated guidance documents. We will issue further guidance, including whether any portions of the plans will require approval by DESE (for instance, plans for students with disabilities or others).

In creating their plans, districts and schools should first prioritize developing an in-person learning model with new safety requirements. DESE staff will establish multiple communications channels with superintendents and other school stakeholders to monitor how planning for an in-person return to school is progressing. We recognize the importance of equity in this process and will be available to support districts and schools in troubleshooting challenges that may arise.

Recommendations from DESE on reopening models

The model recommendations below assume key contextual factors that are not within our collective control. This includes an assumption of “level service plus” district and school budgets based on current projections, which include additional costs that may come with modifying class sizes, staffing, transportation, facilities, etc. We also recognize that “level service plus” must include additional resources targeted to historically under-resourced communities. The trajectory of the virus and availability of testing and treatments are other critical contextual factors. We will continue to monitor these and other factors and issue updated guidance as needed.

In-person learning with new safety requirements:

Learning time: Districts and schools should plan for an in-person return to school five days per week if feasible.

Utilizing alternative school spaces: Districts and schools should consider using their libraries, cafeterias, auditoriums, and other appropriate available spaces to set up additional classrooms to accommodate more students, reduce class size, and/or enable additional distancing while adhering to the health and safety guidelines. Teachers may also hold classes outdoors when feasible.

Utilizing external facility spaces: Schools should consider engaging community partners to find spaces outside the school⁵⁴ (e.g., libraries, community centers) to set up additional classrooms⁵⁵

to accommodate more students, reduce class size, and/or enable additional distancing while adhering to the health and safety guidelines.

Staffing alternatives to consider for reducing class sizes: Specialist teachers and other educators such as instructional coaches, reading specialists, and others who have appropriate certifications may be enlisted to serve as additional core teachers to reduce class sizes in schools.

Reducing the mixing of student groups: When in classrooms, all students should have assigned seating. At the elementary school level, students should be restricted to their grade level class to the greatest extent possible. At the middle school level, students should remain with their cohort throughout the day to the extent feasible.

High schools could also consider ways to cohort or cluster students, though we recognize this is more challenging at the high school level:

- **Placing students in cohorts.** When grouping students into cohorts, a school should consider ways to keep families/siblings together (e.g., grouping students alphabetically, while recognizing that some siblings may have different last names).
- **Limiting travel within a school.** High schools may try to group students into clusters in the school (a “school within a school”) to try to reduce interactions with other groups when students move to their next class.

Hybrid learning models:

When planning for a hybrid learning model, we recommend that districts and schools use an A/B cohort model that isolates two distinct cohorts of students who attend school in-person on either different weeks, different days of the week, or half days each day. For instance, Cohort A would attend school in-person from Monday – Friday of Week 1, while Cohort B learns at home remotely. In Week 2, Cohort B would attend in-person school and Cohort A would engage in remote learning at home.

Additional recommendations for hybrid models include:

High-needs students should be prioritized for full-time in-person learning when feasible.

That is, even if most students are not in school each day, schools should consider setting up small programs that would run daily for one or more cohorts of high-needs students, including students with disabilities and English learners who are most in need of in-person services.

Students who do not have internet and/or computer access at home should come into the school and/or to a local partner or community organization, with appropriate supervision, to complete their remote learning school days.

Initial fall reopening planning steps

This section provides a checklist of key actions districts and schools should take in the coming weeks to plan for all three fall reopening models. This list focuses on establishing processes and

communication structures; future guidance will have more details about concrete operational planning.⁵⁶ Please see Appendix B and C of this document for initial operational guidance for the fall in a few areas (facilities, operations, and special education).

Point person and teams:

- ✓ **Name a COVID-19 response leader.** If you have not done so already, name a COVID-19 Response Leader for each school and for the district. The COVID-19 response leaders should coordinate with key district and school personnel on planning efforts over the summer and be a key part of the implementation as schools open.
- ✓ **Establish planning and implementation teams at the district and school levels** to work intensively over the summer on all issues related to school reopening in the fall. Planning and implementation teams should include COVID-19 response leaders, district leaders, school administrators, general and special education teaching staff, school nurses, custodial staff, as well as parents and other local officials and organizations as appropriate. These teams should cover the following essential domains:
 - **Teaching and learning**, including plans for in-person learning, hybrid learning, and remote learning, including technology needs and training.
 - **Student supports**, including addressing mental health and trauma.
 - **Special education, English learners**, and other special student populations.
 - **Personnel and staffing**, including managing staff assignments, supporting staff with high risk medical conditions, addressing the need for possible additional staff to assist with instruction, possible additional needs for tutors, and ways to provide additional support including recruitment of volunteers as needed.
 - **Facilities and operations**, including cleaning and sanitation, classroom and building set-up and flow, and food services.
 - **Transportation**, including bus transportation capacity and safety protocols, management of increased traffic flow from families who decide to drop off/pick up their children, promotion of alternatives such as walking and biking.
 - **Additional topics** should be addressed as appropriate to the school and the district.

Communication plans and structures:

- ✓ **Develop and begin implementing this summer a plan for communicating more intensively with students, families, staff, and the community.** This plan should include both two-way proactive communication (e.g., providing information and receiving feedback) and emergency communication. Consider creating and practicing communication systems with parents, students, all staff, facility and/or grounds management, and emergency medical services. Ensure translation of any information published by the school into the primary language spoken by the parent/guardian and make interpretation services available for two-way communication.
- ✓ **Establish connections and a process to work with local boards of health** so that all parties are up to date on various statewide and local guidance and plans (e.g., health and safety updates, COVID-19 testing availability, availability of flu vaccines, etc.).

Family survey:

- ✓ **Develop a family survey to support school reopening planning and scheduling.**
Districts should consider surveying families multiple times throughout the summer and potentially into the school year. Districts and schools can use the survey to help determine:
 - Children who will return to school in the fall in-person
 - Children who will continue remote learning and for what reasons
 - Children who need internet/technology access, and/or other technical support or one-on-one guidance
 - Children who will need bus transportation
 - Families who are planning to use alternate transportation (e.g., drop off and pick up their children, have their children walk or bike)
 - Families who will need food assistance and other essential services

Planning for training:

- ✓ **Build in time in the fall calendar for training sessions** for staff, students, and families. Training should include health and safety topics (such as the use of safety supplies/PPE, visual screening for symptoms, and health and hygiene practices) and educational topics (such as strengthening remote learning). More guidance will be forthcoming.
- ✓ **Special education:** Ensure additional training time for educators who will provide direct physical support to students with disabilities on the use of the additional protective supplies they will need, including disposable gowns, face shields, etc.

Timing and topics for additional guidance

As districts and schools begin planning in earnest for fall reopening, DESE is committed to supporting you. In the coming weeks, we will issue more guidance on a variety of topics for the fall. We will also continue to update our guidance based on evolving medical information and contextual factors.

Below is list of additional topics on which DESE intends to issue guidance:

- **Fall reopening checklist**, including operations, teaching and learning, student supports, training, and communications needs.
- **Process for handling a COVID-19 positive case in the school community**, including when a school or classroom would need to shut down.
- **Remote learning resources**. We are actively exploring how best to support districts and schools with improving remote learning.
- **Facilities and operations**, including entry and exit procedures, cleaning and ventilation, procurement, food distribution, and signage.
- **Transportation**, including bus scheduling options, addressing bus capacity, and alternative modes of transportation, and operational considerations.
- **Guidance for special programs and student supports**, including special education, English learner education, and other programs and supports.

- **Athletics, extracurriculars, and electives.**
- **Key policies**, including academic calendar considerations.

Supplemental guidance for vocational high schools and programs will also be forthcoming.

Appendix A: Details on medical literature review and emerging implications

This section summarizes some of the emerging themes and implications from the medical literature on childhood susceptibility to and transmission of COVID-19 to date. This is a point-in-time summary as of mid-June 2020.

The evidence suggests that children, particularly younger children, are less likely than adults to be infected with COVID-19. Furthermore, if infected, children may be less likely to transmit COVID-19 to others.

Based on these themes, the health and safety recommendations throughout this guidance, as well as considering the key features of school programming at different grade spans, we believe the evidence supports a safe in-person return to school with implementation varying for elementary, middle school, and high school.

Because COVID-19 is a novel disease, this literature is growing rapidly with new information emerging almost every day. Our guidance will continue to evolve as the science develops.

Schools do not appear to have played a major role in COVID-19 transmission.

- In a review of COVID-19 clusters, only 4% (8 of 210) involved school transmission.⁵⁷
- In a case study from Ireland, after six school cases involving three students ages 10-15 and three adults, there were no confirmed transmissions despite there being over 1,000 school contacts of these individuals (students and staff).⁵⁸
- In a case study from New South Wales Australia, after 18 cases were found in schools (12 in high schools and 6 in primary schools), only 0.3% of student contacts were infected (1 in 695 individuals in 10 high schools and 1 in 168 individuals in primary schools). No teachers or staff were infected.⁵⁹
- One infected student (9 years old) in the French Alps attended three schools while symptomatic; none of 112 contacts became infected.⁶⁰

In general, rates of COVID-19 infection are lower for children than for adults.

- Based on data from six countries, children under 20 are half as susceptible to COVID-19 infection than adults.⁶¹ However, this study also found infection in children to be more likely to be asymptomatic, which underscores the importance of health behaviors for everyone (masks/face coverings, distancing, handwashing, surface cleaning).
- Although children under the age of 18 make up 22% of the U.S. population, they account for less than 2% of all cases of COVID-19.⁶²
- In a South Korea study, children under 20 only accounted for 6.2% of all positive cases.⁶³
- After an outbreak in Italy, no children under 10 were infected and children 11-20 were infected at half the overall rate.⁶⁴ (Note: pre-print study; has not yet been peer-reviewed)
- In a Chicago study, only 1% of COVID-19 cases in Chicago were in children 0-17.⁶⁵
- In Massachusetts, children under the age of 19 were about four times less likely than the population at large to be diagnosed with COVID-19.⁶⁶

If exposed, children may be less likely to become infected with COVID-19.

- In China, in households with COVID-19 exposure, children under the age of 18 were infected at a rate of 4% compared with 17% for adults.⁶⁷

- In another study from China, exposed children less than 19 years of age became infected at a rate of 5.3%, vs. 13.7% for 20-59 and 17.7% for 60+.⁶⁸ (Note: pre-print study; has not yet been peer-reviewed)
- In one study from Japan, 7.2% of exposed male children ages 0-19 and 3.8% of exposed female children tested positive for COVID-19, compared to 22.2% of exposed males ages 20-59 and 21.9% of exposed females ages 20-59.⁶⁹ (Note: pre-print study; has not yet been peer-reviewed)
- In NYC, in households with at least one COVID-19 case, prevalence of infection for children 5-≤18 was 31.9% vs. overall prevalence 52.5%.⁷⁰
- A meta-analysis of studies from several countries found that children were only 44% as likely as adults to become infected after exposure.⁷¹ (Note: pre-print study; has not yet been peer-reviewed)
- A study in Israel found that children 5-17 were 61% less likely to have positive COVID-19 tests compared with adults in the same household.⁷²

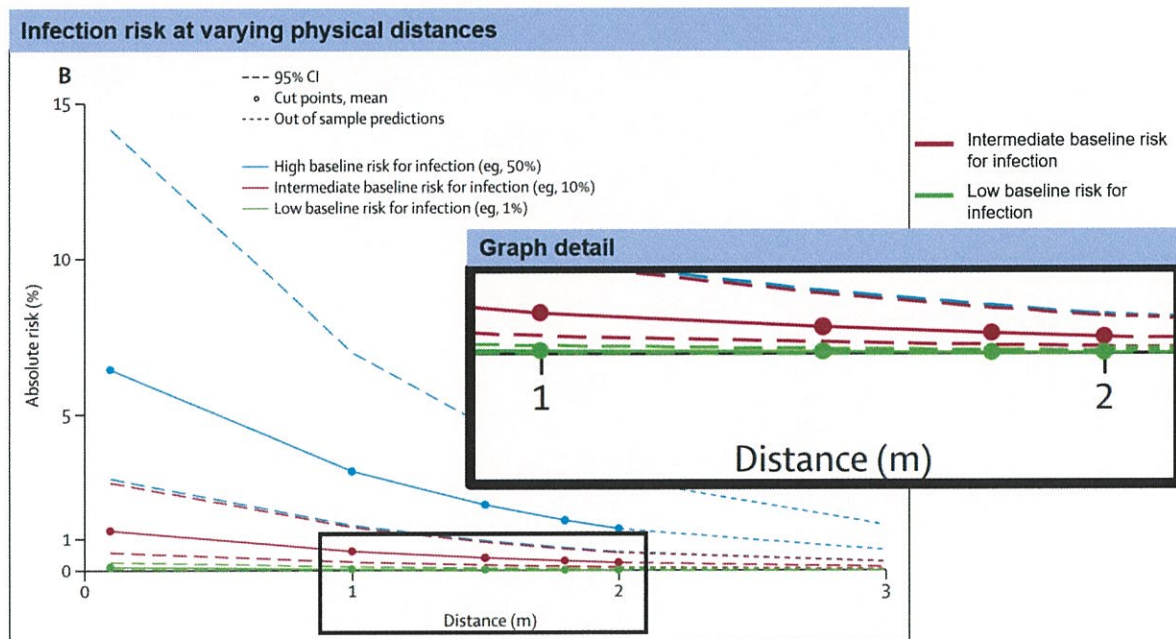
If infected, children may be less likely to infect others with COVID-19.

- Analysis of clusters of patients with COVID-19 indicates that most transmissions are from adults to children, rather than vice versa. This is different from some other respiratory viruses.⁷³ (Note: pre-print study; has not yet been peer-reviewed)
- In a study from China, only 5% of household clusters were found to have a child <20 as the index patient.⁷⁴ (Note: pre-print study; has not yet been peer-reviewed)
- In Switzerland, a study of household clusters found that only 8% had a child as the index case. In nearly 80% of the cases, the child got COVID-19 from an adult family member.⁷⁵
- In a Chicago study, for 15 households where data was available, 73% of transmissions were from adult to child (the remaining 27% was due to two child-to-child and two child-to adult transmissions).⁷⁶

Risk of infection at varying physical distances

Key finding: in intermediate- and low-risk settings, the risk of infection is similar at one meter (approximately three feet) and two meters (approximately six feet) distances. Experts suggest schools would be considered low to intermediate risk, especially with additional protections (e.g., masks), and that the risk of infection in these settings at both one meter and two meters is low.

Note: the risk of infection at various physical distances was modeled based on a meta-analysis of data from a group of coronaviruses (COVID-19, MERS, SARS). These are estimates of the risk by type of setting, not the risk to different types of individuals.



Source: Chu, D.K., Akl, E.A., Duda S., Solo K., Yaacoub S., Schunemann H.J. et al. (2020) Physical distancing, face masks, and eye protection to prevent person-to-person transmission of SARS-CoV-2 and COVID-19: a systematic review and meta-analysis. *The Lancet*.

Appendix B: Initial list of facilities and operations guidance

The considerations below are not exhaustive but can be used to support districts and schools with early operational planning in these areas.

Cleaning and supplies: Prepare for frequent cleaning and sanitization of facilities and surfaces, especially high-touch surfaces (e.g., doorknobs, hand rails).^{77 78} Please refer to the federal guidance related to cleaning of facilities for more information regarding appropriate cleaning supplies, protocols, and frequency (e.g., wear appropriate protection such as gloves, wash hands often, follow instructions on all cleaning products, handle waste properly).^{79 80} Provide hand sanitizing at key locations in the building (e.g., entryways, bathrooms, classrooms). Install signage and equipment to enable effective health and safety procedures, as defined in the Commonwealth's guidance on [required safety supplies](#) for reopening schools.

Facility management: Prepare an "medical isolation room" for students/staff who exhibit COVID-19 symptoms during the school day.⁸¹ Consider removing large furniture (e.g., refrigerator, couches) from classrooms to maximize space available for student desks, and ensure desks are spaced according to the physical distancing guidance and facing in same direction, to reduce the transmission of droplets. Where physical distancing is difficult to implement (e.g., office space, reception desks), consider installing barriers or changing the configuration to support student/staff health and safety.⁸² Repurpose communal spaces (e.g., cafeteria, library) to provide additional classroom spaces. If feasible, redesign hallways to be one-way to avoid crowding or restrict usage where distancing is not possible. Establish procedures for student entry and dismissal from the building.

Capacity: Evaluate classroom capacity on a case-by-case basis, based on the maximum capacity consistent with health and safety guidelines (e.g., distancing). Remember to include adequate space for the teachers. For the overall facility, plan for traffic, drop off, and pick up (e.g., staggered pickup/dismissal as needed).

Ventilation: Consider ways to increase facility ventilation (e.g., open windows through fall, perform an HVAC inspection)⁸³. Ensure that proper maintenance protocols are followed in terms of changing filters, etc.

Food: Prepare to hold breakfast and/or lunch in classrooms, instead of the cafeteria or common areas.⁸⁴ As it is assumed that masks/face coverings will not be worn during meals, in order to achieve six feet of physical distance between individuals, consider ways to conduct breakfast and lunch (e.g., stagger time, build in other breaks, etc.). If serving food in the cafeteria, develop staggered schedules that minimize mixing of cohorts and enforce physical distancing protocols. Adjust food preparation and service procedures to minimize shared items (i.e. serving utensils), maintain physical distance, and support compliance with health and safety. For students continuing with remote learning, provide school meals as needed for days they are not in the school building.

Appendix C: Initial Fall Special Education Guidance

Due to the health and safety requirements that will be in place when school resumes, special education services may be provided differently during the 2020-21 school year as compared to previous years. As stated in the U.S. Department of Education's [March 21 Supplemental Fact sheet](#), "School districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students." While further guidance is forthcoming, the topics listed below are meant to support school and district special education leaders in their initial plans for the new school year.

Promoting Inclusive Services and the Least Restrictive Environment

When determining classroom setups to accommodate physical distancing requirements, schools and districts should factor in the additional special educators and related service providers who will need to enter the classroom to provide services for students with disabilities in the least restrictive environment.

Staffing, Specialized Safety Supplies/PPE and Training

Schools and districts should follow the directions for staffing, specialized safety supplies/PPE and training described in DESE's [Guidance on Summer 2020 Special Education Services](#) as they prepare for this fall.

Considerations for Specific Populations of Students

Special considerations must be given for students with high risk medical conditions, students who are deaf or hard of hearing, and preschool-age students. Additional directions can be found in DESE's [Guidance on Summer 2020 Special Education Services](#).

Considerations for Preschool-Age Students

Preschool-age students with disabilities are particularly in need of in-person services so that they can develop the socialization, motor, and communication skills that are vitally important at this age. Schools and districts should prioritize in-person instruction for this age group but should also be prepared to adjust to remote services if necessary.

Delivery of IEP Services

Students must receive all services pursuant to their IEPs through in-person or remote instruction, with an emphasis on providing in-person instruction to this particularly vulnerable population of students whenever possible. In particular, DESE recommends that schools and districts make additional provisions to provide as much in-person instruction as possible for students with moderate to severe disabilities (e.g., maintaining full-time in-person instruction for students in substantially separate classrooms even if the rest of the school is in a hybrid model of instruction). When providing remote services, schools and districts should continue to follow the directions provided in DESE's [Coronavirus/COVID-19 Frequently Asked Questions for Schools and Districts Regarding Special Education \(Updated May 15, 2020\)](#).

Monitoring Student Progress

Schools and districts must continue to issue Progress Reports at least as often as report cards or progress reports are provided for students without disabilities. Educators and service providers

must collect data, whether in-person or remotely, and use these data to monitor each student's progress and develop Progress Reports.

Transition Services

Although in-person participation in community-based programs and inclusive [concurrent enrollment programs at institutions of higher education](#) may be limited at this time, schools and districts should make efforts to develop plans collaboratively with community-based providers, colleges, parents/guardians, and students so that students can access as much programming as possible.

Initial Evaluations, Reevaluations, and IEP Team Meetings

Schools and districts should continue to follow the directions on meeting special education timelines as described in DESE's [Implementation of Special Education Timelines During the COVID-19 State of Emergency](#).

Communication with Families

Educators and service providers must communicate with parents and guardians to discuss the provision of IEP services during this challenging time. Ongoing communication will help educators, related service providers, and parents/guardians develop a comprehensive plan for students to receive high quality individualized instruction and related services.

¹ Leclerc, Q. J., Fuller, N. M., Knight, L. E., Funk, S., Knight, G. M., & CMMID COVID-19 Working Group. (2020). What settings have been linked to SARS-CoV-2 transmission clusters?. *Wellcome Open Research*, 5(83), 83. Available at <https://wellcomeopenresearch.org/articles/5-83/v2>

² Heavey, L., Casey, G., Kelly, C., Kelly, D., & McDarby, G. (2020). No evidence of secondary transmission of COVID-19 from children attending school in Ireland, 2020. *Eurosurveillance*, 25(21), 2000903. Available at <https://www.eurosurveillance.org/content/10.2807/1560-7917.ES.2020.25.21.2000903>

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⁴ Danis, K., Epaulard, O., Bénet, T., Gaymard, A., Campoy, S., Bothelo-Nevers, E., ... & Boudalaa, Z. (2020). Cluster of coronavirus disease 2019 (Covid-19) in the French Alps, 2020. *Clinical Infectious Diseases*. Available at <https://academic.oup.com/cid/advance-article/doi/10.1093/cid/ciaa424/5819060>

⁵ Leclerc, Q. J., Fuller, N. M., Knight, L. E., Funk, S., Knight, G. M., & CMMID COVID-19 Working Group. (2020). What settings have been linked to SARS-CoV-2 transmission clusters?. *Wellcome Open Research*, 5(83), 83. Available at <https://wellcomeopenresearch.org/articles/5-83/v2>

⁶ National Centre for Immunisation Research and Surveillance (NCIRS) (2020). COVID-19 in schools – the experience in NSW. Available at http://ncirs.org.au/sites/default/files/2020-04/NCIRS%20NSW%20Schools%20COVID_Summary_FINAL%20public_26%20April%202020.pdf

⁷ Davies, N.G., Klepac, P., Liu, Y. *et al.* Age-dependent effects in the transmission and control of COVID-19 epidemics. *Nat Med* (2020). <https://doi.org/10.1038/s41591-020-0962-9>

⁸ Coronavirus Disease 2019 in Children — United States, February 12–April 2, 2020. *MMWR Morb Mortal Wkly Rep* 2020;69:422–426. DOI: <http://dx.doi.org/10.15585/mmwr.mm6914e4>

⁹ <https://www.mass.gov/info-details/covid-19-response-reporting>

¹⁰ Davies, N.G., Klepac, P., Liu, Y. *et al.* Age-dependent effects in the transmission and control of COVID-19 epidemics. *Nat Med* (2020). <https://doi.org/10.1038/s41591-020-0962-9>

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- ¹² Wei Li, Bo Zhang, Jianhua Lu, Shihua Liu, Zhiqiang Chang, Cao Peng, Xinghua Liu, Peng Zhang, Yan Ling, Kaixiong Tao, Jianying Chen, Characteristics of Household Transmission of COVID-19, *Clinical Infectious Diseases*, , ciaa450, <https://doi.org/10.1093/cid/ciaa450>
- ¹³ Zhu, Y., Bloxham, C. J., Hulme, K. D., Sinclair, J. E., Tong, Z. W. M., Steele, L. E., ... & Gilks, C. (2020). Children are unlikely to have been the primary source of household SARS-CoV-2 infections. Available at <https://www.medrxiv.org/content/10.1101/2020.03.26.20044826v1>
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- ¹⁵ CDC, How COVID-19 spreads. (2020, June 16). Available at <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html>
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WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

1745 Main Street
Jefferson, MA 01522

Resolution in Support of Education Funding for COVID-19

WHEREAS, the Massachusetts Legislature and Governor enacted the *Student Opportunity Act* in 2019 because the state's school funding formula was out of date and failed to provide all students with the education to which they are constitutionally entitled; and

WHEREAS, the COVID-19 pandemic is a monumental and unprecedented challenge, emerging quickly and demanding an immediate overhaul of the instructional plans and strategies of school systems across the country, and our students' needs are even greater now due to the pandemic; and

WHEREAS, in the upcoming academic year many students will need enhanced educational opportunities, technology, health, and guidance services; and

WHEREAS, the nation's public schools remain committed to delivering high-quality instruction while ensuring the health and safety of our students and staff; and

WHEREAS, municipal and state governments are limited by revenue and their requirements to present balanced budgets to accommodate the extraordinary needs brought on by this crisis; and

WHEREAS, these challenges will persist and likely grow as COVID-19 affects our economy and destabilizes funding for public schools; and

WHEREAS, reputable economists have predicted the end of the nation's economic expansion and forecast a recession that may be deep and long-lasting; and

WHEREAS, the numbers of unemployment claims are already the highest we have seen since the Great Depression and may only grow; and

WHEREAS, revenue shortfalls will unequivocally result in budget cuts and personnel reductions in all school systems;

WHEREAS, these budget cuts will be happening at the same time that public school systems will be working to address the immense instructional challenge of unfinished learning that many students will face coming out of this school year; and

WHEREAS, the American Recovery and Reinvestment ACT (ARRA) of 2009 provided \$100 billion in education funding with investments in both the education stabilization fund and various federal categorical programs for public schools, such as Title I and the Individuals with Disabilities Act; and

WHEREAS, Congress followed ARRA in 2010 with \$10 billion in additional funding for the Education Jobs Fund to help school districts retain existing employees, recall former employees, and hire new ones; and

WHEREAS, by comparison the recent Coronavirus Aid, Relief, and Economic Security (CARES) Act provides only \$13 billion for education stabilization funding, which is less than half of one percent of the total \$2.2 trillion relief provided in the CARES Act and is far below the investment that the federal government provided in 2009 and 2010 in ARRA and the Education Jobs fund; and

WHEREAS, public education is one of the largest employers of any organization, public or private, in the nation; and

WHEREAS, published economic research has demonstrated a strong connection between a country's GDP growth and its investments in elementary and secondary education; and

WHEREAS, research has repeatedly found a strong causal relationship between levels of schooling and wages that individuals earn over a lifetime; and

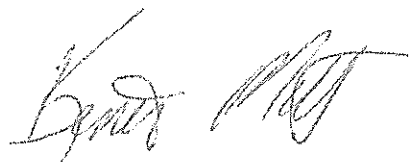
WHEREAS, for public schools to thrive and for our students to realize a bright and productive future, the federal government needs to make a substantial new investment in our wellbeing; and

WHEREAS, the Council of the Great City Schools, the National Education Association, the American Federation of Teachers, the National School Boards Association, the American Association of School Administrators, and the National Parent Teachers Association, and others have called for some \$200 billion in relief for the nation's public schools; and

WHEREAS, this level of funding is the minimum needed by the nation's public schools to sustain and accelerate their academic achievement trends over the past decade, let it be

RESOLVED: That the members of the Wachusett Regional School Committee join with the Superintendent of Schools in urging the Massachusetts Congressional Delegation, including our United States Senators and House of Representative members, to advocate for and approve additional federal education funding for our nation's public schools, such that the Commonwealth can fund all public schools at the level set forth in Governor Charlie Baker's initial proposed budget for FY2021.

Wachusett Regional School District Committee

A handwritten signature in black ink, appearing to read 'Kenneth Mills', is written over a horizontal line.

Kenneth Mills, Chair, WRSDC

5/26/2020



Congress of the United States House of Representatives

June 18, 2020

Wachusett Regional School District Committee
1745 Main Street
Jefferson, MA 01522

Dear Friends,

Thank you for forwarding your District's resolution in support of increased federal support and stimulus funding for public K-12 education. As your elected representative, I stand in support of Wachusett Regional's resolution and remain committed to prioritizing the needs of our teachers, students, school administrators and support staff as we weather the storm of the coronavirus (COVID-19) pandemic. As the brother of two Worcester Public School teachers, I have had the opportunity to observe the unique challenges facing educators first-hand.

As referenced in your resolution, I applaud our nation's public schools for their commitment to delivering high-quality instruction while ensuring the health and safety of students and staff. That is no simple task. Public schools are already facing losses of billions in state support because of the economic fallout of the coronavirus pandemic—our schools are in need of additional federal aid to transition to reopening schools safely.

While the CARES Act provided \$13.5 billion in emergency education funding to support school districts in late March, I know that these funds merely scratch the service of what is and what will be needed. Public schools are in need of additional funding to cover a wide range of items, including cleaning and sanitizing schools, purchasing educational technology such as laptops and hotspot devices, training educators to use online learning tools, ensuring access to education for students with disabilities, and providing students emergency funding for food, housing, and other basic essentials. We must act proactively and expeditiously to ensure that our public schools and students are not left behind during one of the most trying times in our shared history.

Time is of the essence. Every day, the financial and human cost of COVID-19 continues to rise. On May 15th, the House of Representatives voted to pass the HEROES Act, a bill that would create a \$90 billion state fiscal stabilization fund for the U.S. Department of Education to support K-12 and higher education through September 2020. Specifically, \$58 billion would go through states to assist local school districts. While \$58 billion is a start, it is a fraction of the over \$100 billion that our public schools will ultimately need. As we wait for the Senate to take action, I am working with my colleagues in the House of Representatives to continue to explore creative ways to push the HEROES Act and other education funding so that school buildings can reopen safely. Our children need it, and our families deserve it. Our educators want it, and the economy won't recover without it.

I look forward to continuing to work with and support all of you in prioritizing the needs of our schools during COVID-19. Please do not hesitate to reach out if my office can be of any assistance as we continue to advocate for students and educators during this difficult time.

Sincerely,

A handwritten signature in black ink, reading "James P. McGovern". The signature is written in a cursive style with a large, stylized "J" and "M".

James P. McGovern
Member of Congress

**MEMBER ALERT – RESOLUTIONS ON COVID-19 EXPENSES
AND
THE RESPONSE TO SOCIAL, ECONOMIC AND RACIAL JUSTICE IN OUR COMMUNITIES**

From: Deborah Davis, President, MASC
To: MASC Members
Date: June 15, 2020
Re: Member Alert – Proposed Resolutions for Consideration

The MASC Board of Directors has recommended that the attached resolutions be forwarded to our Resolutions Committee for consideration of the entire MASC membership. The resolutions address a) funding for the expenses related to COVID-19 including supplies and equipment needed to help schools reopen safely that originated with some of our CT Valley school committees and b) the response to issues of racism, equity, and diversity that have moved to center stage as the result of the events across the country during the past few weeks as developed by Denise Hurst, MASC Vice President and former Chair of the Minority Caucus, and Jake Oliveira, MASC Past President and Member of Directors of the National School Boards Association Board of Directors..

Because of the urgency and timeliness of both issues, the we are encouraging districts to consider them locally and respond by forwarding them to:

- Governor Baker,
- Education Secretary Peyser,
- Your State Senator and Representative
- Senate President Karen Spilka, and
- House Speaker Robert DeLeo,

and that you do so immediately during this fiscal and public health crisis and the call for social and economic equity.

We hope to be providing soon more information on the 2020 MASC Delegate Assembly which will consider these and a range of other important public policy issues. In the meantime, we offer them to your school committees for consideration at this time.

RESOLUTION: COVID-19 STATE FUNDING

WHEREAS, if schools are to re-open this fall in the midst of the COVID-19 pandemic, it is the responsibility of each school district to do so safely and responsibly; and

WHEREAS, it is the responsibility of the state to ensure that each school district is able to pay for the enormous additional staffing, transportation and material expenses required to do this; and

WHEREAS, the state cannot expect mandatory COVID-19 safety guidelines to be followed without also ensuring that each school district has the funds required to implement these guidelines; therefore, let it be

RESOLVED: that the state must guarantee every school district full reimbursement for whatever COVID-19 expenses are required to follow state mandates.

We must ensure a statewide school re-opening that is safe, responsible and equitable.

THERE CAN BE NO UNFUNDED MANDATES FOR COVID-19.

SCHOOL COMMITTEE ANTI-RACISM RESOLUTION:

NOTE: This has been revised for general distribution (6/14/20)

WHEREAS, as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students; and

WHEREAS, it is the responsibility that every district provide to all district staff, including School Committee members annual professional development on diversity, equity and inclusion; and

WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

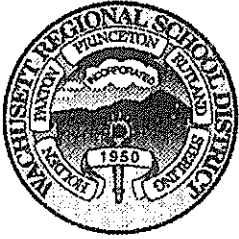
WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

RESOLVED: that [District] and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff.

We must ensure our own school culture and that of every district in the Commonwealth is anti-racist, that acknowledges that all lives cannot matter until black lives matter.



Wachusett Regional School District
Holden, Paxton, Princeton, Rutland, Sterling

June 16, 2020

Mr. George A. Balko, III, Moderator
Town of Holden
1196 Main Street
Holden, MA 01520

Dear Mr. Balko:

RE: Holden Annual Town Meeting

I will be attending Holden's Annual Town Meeting to represent the Wachusett Regional School District. I understand this meeting is scheduled for Monday, June 29th, at 7:00 PM, to be held at Wachusett Regional High School.

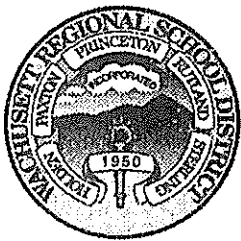
Should you have questions, please feel free to contact my office.

Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee
Peter Lukes, Holden Town Manager
Jeanne Survell, Holden Town Clerk

DM:rlp



Wachusett Regional School District
Holden, Paxton, Princeton, Rutland, Sterling

June 16, 2020

Mr. Roger Brunelle, Moderator
Town of Paxton
697 Pleasant Street
Paxton, MA 01612

Dear Mr. Brunelle:

RE: Paxton Annual Town Meeting

I will be attending Paxton's Annual Town Meeting, currently scheduled for Saturday, August 29th beginning at 10:00 AM (with a rain date of Sunday, August 30th, beginning at 12:00 noon) to represent the Wachusett Regional School District. I understand the meeting will be held at the bandstand on Tivnan Field in Paxton.

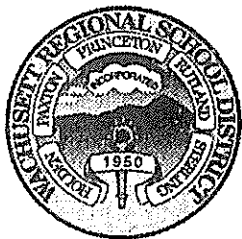
Should you have questions, please feel free to contact my office.

Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee
Carol Riches, Paxton Town Administrator
Laurie Becker, Paxton Town Clerk

DM:rlp



Wachusett Regional School District
Holden, Paxton, Princeton, Rutland, Sterling

June 16, 2020

Mr. Harry A. Pape, Moderator
Town of Princeton
6 Town Hall Drive
Princeton, MA 01541

Dear Mr. Pape:

RE: Princeton Annual Town Meeting

I will be attending Princeton's June 27th Annual Town Meeting to represent the Wachusett Regional School District. I understand the meeting will begin at 10:00 AM, and will be conducted in the field area of Thomas Prince School.

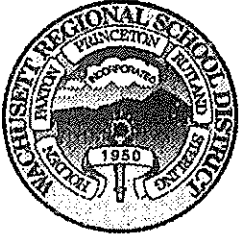
Should you have questions, please feel free to contact my office.

Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee
Sherry Patch, Princeton Town Administrator
Ginger Toll, Princeton Town Clerk

DM:rlp



Wachusett Regional School District
Holden, Paxton, Princeton, Rutland, Sterling

June 16, 2020

Mr. Randy Jordan, Moderator
Town of Rutland
250 Main Street
Rutland, MA 01543

Dear Mr. Jordan:

RE: Rutland Annual Town Meeting

I will be attending Rutland's June 27th Annual Town Meeting to represent the Wachusett Regional School District. I understand the meeting will begin at 4:00 PM, and will be conducted in the parking lot of Glenwood Elementary School.

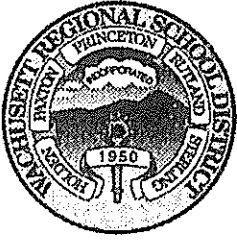
Should you have questions, please feel free to contact my office.

Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee
Michael Nicholson, Rutland Town Administrator
Anita Carlson, Rutland Town Clerk

DM:rlp



Wachusett Regional School District
Holden, Paxton, Princeton, Rutland, Sterling

June 16, 2020

Mr. Amrith Kumar, Moderator
Town of Sterling
One Park Street
Sterling, MA 01564

Dear Mr. Kumar:

RE: Sterling Annual Town Meeting

I will be attending Sterling's June 22nd Annual Town Meeting to represent the Wachusett Regional School District. I understand the meeting will begin at 6:30 PM, and will be conducted in the parking lot of the Sterling Airport.

Should you have questions, please feel free to contact my office.

Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee
Ross Perry, Sterling Town Administrator
Kathleen Farrell, Town Clerk

DM:rlp



Wachusett Regional School District
Holden, Paxton, Princeton, Rutland, Sterling

Office of the Treasurer

June 16, 2020

Ms. Donna Couture, Treasurer
Town of Paxton
697 Pleasant Street
Paxton, MA 01612

RE: First Payment Assessment Billing Notice – FY 2021

Dear Ms. Couture:

In accordance with the Wachusett Regional School District Regional Agreement, the receipt of the Town of Paxton's first of four installment payments of the FY 2021 assessment is due July 1, 2020. Because the status of the District's FY 2021 budget is still uncertain, the amount of the first payment will be the same as the FY 2020 payment, which is \$1,636,003. When the budget is approved for FY 2021, the amounts of the remaining assessments will be adjusted accordingly.

Payment is to be made by bank wire transfer to the EASTERN BANK account #10170363, ABA routing #011301798.

Pursuant to the Wachusett Regional School District Policy 4211, please notify me within 10 days of the date of this letter if there is an inability to make payment on time.

If you have any questions or comments, please contact me at (978) 464-2105.

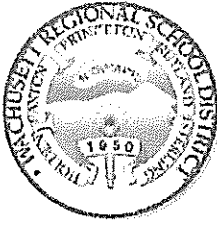
Sincerely,

James J. Dunbar
Treasurer

cc: Darryll McCall, Ed. D., Superintendent of Schools
Daniel Deedy, Director of Business & Finance
Michelle White, Finance Manager

Jefferson School

1745 Main Street, Jefferson, MA 01522
Telephone: (508) 829-1670 Facsimile: (508) 829-1680
www.wrsd.net



Wachusett Regional School District
Holden, Paxton, Princeton, Rutland, Sterling

Office of the Treasurer

June 16, 2020

Mr. James J. Dunbar, Treasurer
Town of Princeton
6 Town Hall Drive
Princeton, MA 01541

RE: First Payment Assessment Billing Notice – FY 2021

Dear Mr. Dunbar:

In accordance with the Wachusett Regional School District Regional Agreement, the receipt of the Town of Princeton's first of four installment payments of the FY 2021 assessment is due July 1, 2020. Because the status of the District's FY 2021 budget is still uncertain, the amount of the first payment will be the same as the FY 2020 payment, which is \$1,238,458. When the budget is approved for FY 2021, the amounts of the remaining assessments will be adjusted accordingly.

Payment is to be made by bank wire transfer to the EASTERN BANK account #10170363, ABA routing #011301798.

Pursuant to the Wachusett Regional School District Policy 4211, please notify me within 10 days of the date of this letter if there is an inability to make payment on time.

If you have any questions or comments, please contact me at (978) 464-2105.

Sincerely,

James J. Dunbar
Treasurer

cc: Darryll McCall, Ed. D., Superintendent of Schools
Daniel Deedy, Director of Business & Finance
Michelle White, Finance Manager

Jefferson School

1745 Main Street, Jefferson, MA 01522
Telephone: (508) 829-1670 Facsimile: (508) 829-1680
www.wrsd.net

Attachment 18
June 25, 2020

DISTRICT REVOLVING:

Name of Fund	Legal Citation	Authorized Amount
Adult Education	M.G.L. Ch. 71 Sect. 71E	\$8,000
Applied Arts	M.G.L. Ch. 71 Sect. 71C	\$60,000
Athletics	M.G.L. Ch. 71 Sect. 47	\$440,000
Building Use	M.G.L. Ch. 40, Sect 3, Ch. 71, 71E	\$72,000
Cafeteria	(548 of Acts of 1948) [3]	\$1,680,000
Circuit Breaker	M.G.L. Ch. 71B, C.M.R. 603 Sect.10.07	\$3,100,000
Drivers Education	M.G.L. Ch. 71 Sect. 71C	\$144,000
ECC Tuition	M.G.L. Chapter 71: Sect. 26A.	\$136,000
Extended Day	M.G.L. Ch. 71 Sect. 71F	\$16,000
Gifts & Grants	M.G.L. Ch. 71 Sect. 47	\$172,000
Insurance Reimbursement	M.G.L. Ch. 71 Sect. 47	\$65,600
Kindergarten	M.G.L. Ch. 71 Sect. 71F	\$0
Locker Fees	M.G.L. Ch. 71 Sect. 47	\$20,000
Lost Books Damaged Property	M.G.L. Chapter 44, Section 531/2	\$12,000
Parking Fees	M.G.L. Ch. 71 Sect. 47	\$65,600
Performing Arts	M.G.L. Ch. 71 Sect. 71C	\$24,000
Program Initiatives	M.G.L. Ch. 71 Sect. 71C	\$117,600
School Choice	M.G.L. Ch. 76 Sect. 12B(O)	\$750,000
Summer School	M.G.L. Ch. 71 Sect. 71C	\$12,000

Attachment 19
June 25, 2020

STUDENT ACTIVITY:

Name of Fund	Legal Citation	Authorized Amount
Wachusett Regional High School	M.G.L. Ch. 71, Section 47	\$520,000
Dawson Elementary	M.G.L. Ch. 71, Section 47	\$12,000
Mountview Middle School	M.G.L. Ch. 71, Section 47	\$224,000
Mayo Elementary	M.G.L. Ch. 71, Section 47	\$24,000
Davis Hill Elementary	M.G.L. Ch. 71, Section 47	\$100,000
Paxton Center School	M.G.L. Ch. 71, Section 47	\$100,000
Thomas Prince School	M.G.L. Ch. 71, Section 47	\$100,000
Naquag Elementary	M.G.L. Ch. 71, Section 47	\$24,000
Central Tree Middle School	M.G.L. Ch. 71, Section 47	\$80,000
Glenwood Elementary	M.G.L. Ch. 71, Section 47	\$60,000
Chocksett Middle School	M.G.L. Ch. 71, Section 47	\$60,000
Houghton Elementary	M.G.L. Ch. 71, Section 47	\$12,000
Early Childhood Center	M.G.L. Ch. 71, Section 47	\$12,000



*News from Commissioner Jeffrey C. Riley & the
MA Department of Elementary and Secondary Education*

On the Desktop - June 15, 2020

New SOA Plan Deadline

Dear Superintendents, Charter School Leaders, and Assistant Superintendents,

Thank you for your continued efforts to serve students during the COVID-19 pandemic. Consistent with St. 2020, Ch. 56, § 9, I am extending the deadline for school districts and charter schools to submit Student Opportunity Act (SOA) plans. The new deadline is **Tuesday, August 18, 2020**.

We thank those who have already submitted their SOA plans and encourage all districts and charter schools that have not yet done so to submit their plans as soon as possible, with the reassurance that there will be opportunities to amend the SOA plans if necessary. Current guidance on SOA plans is at <http://www.doe.mass.edu/commissioner/spec-advisories/soa.html>, and guidance specific to charter schools is at <http://www.doe.mass.edu/charter/acct.html?section=soa-plan-temp>. We will notify you of any additional requirements or updates.

Sincerely,

Jeffrey C. Riley
Commissioner

Wachusett Regional School District

Evaluation Narrative 2019-2020

Darryll McCall, Ed.D., Superintendent

June 1, 2020

TO: Kenneth Mills, Ph.D., Chair
Wachusett Regional School District Committee

FROM: Darryll McCall, Ed.D., Superintendent of Schools

RE: Evaluation Narrative

I am providing members of the WRSDC with information pertaining to my 2019-2020 superintendent evaluation. Supporting documentation includes materials related to the issues I have dealt with since March when COVID-19 shut schools in Massachusetts and remote learning became the new normal. Some documentation referenced in this narrative can be viewed by following the hyperlinks provided in the text.

To accompany this narrative, and in conjunction with the Superintendent Goals and Evaluation Subcommittee, goals have been aligned with a Standard and Indicator from the *Model Rubric for Superintendents*, which you will use in your evaluative ratings. Annually, all educators in the state are required to be evaluated on Standards I –IV of the DESE rubric. However, not all Elements are evaluated every year. The following Standards and Indicators have been identified as those best associated with this year's goals:

Standard I:	Instructional Leadership	B, C, & E
Standard II:	Management and Operations	A & D
Standard III:	Family and Community Engagement	A, B, C & D
Standard IV:	Professional Culture	A, B, D & E

The first section of this document focuses on my response to the COVID-19 pandemic. The next section includes information pertaining to progress made on my 2019-2020 Goals. The final section includes information that does not fit into any particular standard but is noteworthy.

[Online Evaluation Questionnaire](#)
[Superintendent Evaluation Rubric](#)

COVID-19 Response

The COVID-19 (see [Centers for Disease Control and Prevention - CDC](#)) pandemic caused a great deal of upheaval in all of our lives. Beginning in February, my job as superintendent of the largest regional school district in Massachusetts has become one of working through one challenging situation to another. Every day brings new challenges that I never could have predicted or anticipated only a few months ago. To say this has been the most stressful time during my tenure as superintendent would be an understatement.

When the crisis associated with COVID-19 began to take shape in February, I was in constant contact with superintendents from across the state concerning the welfare of our schools. My first communication with Wachusett families was sent via [SchoolMessenger on February 27th](#), where I made families aware of the precautions our district was taking concerning the virus. [This link](#) will direct you to all of the communications I shared with families and staff through SchoolMessenger since the onset of the COVID-19 virus. (Standards II-A, III-C)

One of the first issues to be raised with regard to the virus was travel outside of the country. High School Principal Beando and I discussed several scenarios concerning groups of students and at least one planned trip to Europe. Fortunately, families decided to cancel the trip prior to the deadline for reimbursement.

As the virus began to spread more rapidly, the state ramped up discourse with public entities, including school districts. On March 2nd, I participated in a conference call with the [Massachusetts Department of Public Health](#) at the Holden Public Safety Building. Much of the information that was being disseminated at that time was not very different from what was being shared publicly, as everyone was attempting to deal with the situation from different vantage points. On March 6th, I participated in the first conference call with DESE and DPH to discuss the ever-changing circumstances affecting schools. Assuming guidance from DESE would be forthcoming, school districts waited to make decisions on afterschool activities, field trips, and more. I continued to have conversations with my building principals concerning activities that I felt could be cancelled or postponed in the short term in order to provide schools with a way to take action in response to this rapidly-evolving situation. It was from this time forward that the focus of my work leading our district would be transformed in ways that I could never have imagined during my 30 years as an educator. (Standards II-A, III-A)

It soon became clear to me that we were on the brink of a public health emergency that would change the educational landscape in our district, the state, and the entire country. School systems in other states began to close to help stop the spread of the virus. Superintendents in Massachusetts worked closely with one another around the concept of closing schools if a mandate from the state was not soon forthcoming. I spoke frequently with local superintendents in Central Massachusetts to foster some level of consistency as we contemplated the possibility of closing schools on our own.

On March 9th, with information gleaned from a variety of sources concerning the congregation of large groups, I decided to postpone our annual Special Olympics program. This was my first

[Online Evaluation Questionnaire](#)
[Superintendent Evaluation Rubric](#)

cancellation decision in response to COVID-19. The governor [declared a state of emergency](#) the following day.

With information on COVID-19 changing by the hour, it became more and more clear that urgent action would be required. On March 12, a half professional development day for the WRSD, I made the decision to cancel our District-wide professional development events so as not to have large groups of people congregating in the same location. That same day, after consulting with local medical professionals and other district leaders, I made a decision to close school on Friday, March 13th. Initially, this decision was made in order to allow time for the cleaning of schools and in the hope that the Governor would make his decision to close schools later that day.

On the morning of March 13th, Commissioner of Education Jeff Riley and the Department of Public Health conducted a conference call with all districts. Commissioner Riley stated that he had not yet heard of a decision to close schools and held a private call with all superintendents later that afternoon in order to hear our voices and help us understand the delay in the decision making process. As there was a definitive void in state level leadership at this juncture, I made a decision to close all District schools from March 16th through the 27th, in the hope that the Governor would finally address this unbelievably important issue. The following is an example of a SchoolMessenger email that was sent to families concerning the COVID-19 crisis:

3/13/20 - WRSD cancelled March 16-27

Dear WRSD families:

As I explained in my communication yesterday, I participated in a conference call this morning with the Department of Public Health, the Department of Elementary and Secondary Education, and superintendents from across Massachusetts. This anticipated call did not yield a great deal of new information aside from what school districts are already doing, including guidance around large groups, social distancing, and cleaning.

I have been contacted by parents, community members, and students urging me to be proactive in closing school in order to stem the possible transmission of COVID-19. Such transmission could put at risk all vulnerable members of our communities. In the interest of the health and welfare of our students, staff, and community, all schools in the WRSD will be closed March 16th through March 27th.

As this is an evolving situation, I will provide another update next week after considering any possible future steps for our district. I acknowledge the hardship this may place on families but feel that this is the most prudent action to take as the leader of our school district. Thank you for your continued patience and understanding in these challenging times.

*Darryll McCall, Ed.D.
Superintendent of Schools*

[Online Evaluation Questionnaire](#)
[Superintendent Evaluation Rubric](#)

Soon after my decision to close our schools, Governor Baker issued his first declaration concerning the closing of schools. As the timeline progressed concerning school closure, I began to work with staff on a plan of action to help us transition to a remote enrichment model which was based upon direct guidance from DESE. This guidance called for [remote enrichment](#) activities that would help support student enrichment building on prior learning experiences. Districts were asked not to introduce new material so as not to provide unequal access to educational opportunities. I understood the reasoning behind this guidance as there were still some thoughts around school only being closed temporarily. The [remote enrichment](#) model, which was shared with families on March 17th, consisted of learning resources collected by educators from our district and also other school districts. The various resources, organized by subject, grade level, and student need, were updated when possible, but they did not replace classroom instruction. I worked closely with our unions, with a focus on the WREA, to have clear guidance around this model so that there could be some level of consistency around expectations that were yet to be determined by the state. (Standards I-B, II-D)

When this sudden transition to remote enrichment occurred, a number of concerns emerged associated with equitable access to technology for our students. With this in mind, we quickly reached out to our families to address these concerns by offering loaned Chromebooks upon request ([WRSD Chromebook Request](#)) and by providing information on the [Free Internet](#) services offered by both internet service providers that service our five towns. (Standard III-D)

Our transition to a remote enrichment model was made possible in large part because we recently implemented a 1:1 Chromebook program for high school students. This is year 3 of our phased implementation and the very first year that we provided devices to every student in grades 9-12. Having over 2,000 Chromebooks already in the hands of our oldest students provided an immeasurable benefit. If we had not taken that vital step a few years ago, our students' access to technology would be woefully behind that of other students in the state.

The transition from remote enrichment to remote learning was yet another dramatic change we asked of our students, teachers, and families as the model of education continued to be modified during the prolonged school closure. The [WRSD Remote Learning Plan](#) began on April 15th and became the driving force behind student participation, focus of lessons, method of delivery, and student grading and assessment. The document is broken down into specific grade level spans that include [Pre-k](#), [K-2](#), [3-5](#), [6-8](#), [9-12](#) and [ABA](#) programming. This document was many weeks in the making and required a great number of meetings with our administrators and teachers to make sure that our model would provide as much consistency as possible from building to building. The plan also includes guiding principles, a remote learning definition, responsibilities of all parties, and student and family supports. (Standards I-B, II-A, II-D, III-A, III-B, IV-A)

Following implementation of the Remote Learning Plan, two surveys were shared with families to gain more insight into how the remote learning process was working for them. The [first survey](#) was sent district-wide and consisted of a number of "big picture" multiple-choice questions. The [second survey](#) was sent directly from each school and included several open-response questions. Principals have reviewed survey results for their schools and have used

them to help support their students and families. A [teacher survey](#) was also conducted to gain insight on their experiences with remote learning. (Standards III-A, III-B, III-C, III-D)

During the pandemic, I have sent out [28 messages to families and/or staff](#) concerning the COVID-19 pandemic and how education is working in Wachusett in this new environment. These messages, as well as a spring [Wachusett News](#), were sent in order to provide as much information as possible without overwhelming families. (Standards III-C, III-D)

FY21 Budget - Pre and post COVID-19

The original WRSDC budget, based upon Governor Baker's state budget, was shared with communities in early 2020. The Wachusett budget was built upon the understanding that there was a strong possibility that state funding would continue to increase, including increases for items such as regional transportation and Circuit Breaker. Our proposed budget of \$102 million was a 4.5% increase over FY20 and included several new positions that were part of our staffing plan and helped to support the [Strategic Plan](#).

During the initial creation of the FY21 budget, I presented the [FY21 draft budget](#) to all five towns. There were questions concerning certain items in the budget as the overall increase of 4.5% was not within the towns' requests for an increase of 3% to 3.5%. As always, my meetings with the towns were filled with questions and comments, but in a respectful and understanding manner. I appreciate the detail in which the communities seek answers to the questions that they pose. (Standards III-A, IV-E)

At this writing, over 40 million people have filed for unemployment benefits nationally since the onset of the crisis. Massachusetts is projected to have a \$6 billion shortfall in revenues this spring, causing tremors in budgets across school districts.

I have participated in several statewide conference calls in the past several weeks, including calls with our local representatives at the House and Senate levels. These conversations have been helpful despite the fact that everyone is working with very little actual data from which to make financial decisions. Although the WRSD will be able to receive almost \$150,000 in the first round of COVID-19 support for schools, most of those funds will be directed toward technology support and PPE. No one knows if or when a second round of funds will be made available by the federal government for schools and municipalities, so we continue to work with the understanding that we will begin FY21 in a 1/12th budget. A [tiered reduction plan](#) was shared with the School Committee in May, with the understanding that much of the plan is based upon projections that are still not based on actual numbers from the state.

With all of this in mind, I have held meetings with all of our unions concerning the projected state of the budget for our district for FY21. I, as well as School Committee members, have also begun to impact bargain potential reductions with unions concerning contractual obligations in order to help mitigate the projected budget deficit. (Standards III-A, IV-E)

GOALS

Student Learning Goal

By June 2020, the Superintendent will establish a vision for a homework philosophy and align practice to ensure a more consistent application of homework protocols across the District.

Homework has been a topic of discussion in our school district, and most school districts across the nation, for decades. Whether it be that people feel there is too much homework, too little, that it may be too challenging or too easy, homework continues to be debated on social media and dinner tables daily. There is no one size fits all for homework and one has to remember that point when looking at defining a vision around homework. An excellent resource that I used to help formulate my thoughts on this topic is the book, Rethinking Homework: Best Practices That Support Diverse Needs, by Cathy Vatterott.

We began the process of evaluating the role of homework this year by bringing Alfie Kohn back to the District to meet with administrators in September. Last spring, Mr. Kohn presented at our May PD day, where he shared his commentary on homework with teachers. Unfortunately, I was working with our building administrators on that day around evaluations and they were unable to attend Mr. Kohn's presentation so I decided to bring him back in the fall. School Committee members were also invited to attend Mr. Kohn's presentation and I am pleased to say that a few members were able to participate.

As part of the process of defining a vision for homework, I also ran a book study with all principals on The Homework Myth by Alfie Kohn. The group read three chapters at a time, meeting during Principal Leadership Team meetings to discuss the chapters in both small groups and as a whole group. Principals were also given questions associated with the reading assignments to complete prior to our meetings in order to engage and guide them through their reading. As we progressed through the book, our discussions led to conversations around the meaning of homework, where it seems necessary, and what we might do to align homework practices in our schools more consistently. We also read other articles including The Cult of Homework, which presented the opinion that thoughts on homework were based upon adults' own experiences as students themselves.

Another resource utilized for this endeavor was a report on homework conducted by Hanover Research for another school district. Within the report, there was a balance in the research presented, noting both the benefits and concerns around homework. This balanced report suggests, as does Kohn, that the greatest benefits of homework seem most evident at the high school level. I would recommend that the report be utilized for further guidance in the future.

[Online Evaluation Questionnaire](#)
[Superintendent Evaluation Rubric](#)

Finally, I worked through a draft version of a homework vision for our district. With the onset of the COVID-19 crisis, the vision for WRSD homework will be on pause until we return to a typical school curriculum and program in order to help align practices throughout the District.

VISION

The Wachusett Regional School District is committed to providing a quality education to all students. With this in mind, we understand that any homework assigned must take into account the life of the student outside of the school setting in order for students to maintain a healthy balance between school and home. Homework assignments should be meaningful, relevant, and appropriate for the developmental stage of the student and align with best practices and District policy.

Principals were asked to provide feedback on this PLT topic. [The results can be viewed here.](#)
(Standards I-B, I-C, I-E, IV-B, IV-D, IV-E)

Professional Practice Goal

The Superintendent, by leading professional learning experiences focused on the development of culturally proficient knowledge and skills, will ensure administrators share his vision for the Wachusett district and are consistent in their practice.

This year, an important goal for me and the administrative team was to help develop a deeper understanding of culturally proficient knowledge and skills in order to promote consistency in this area throughout our schools. My own background reading for this goal included Jonathan Kozol's, [The Shame of the Nation](#), and Beverly Daniel Tatum's, ["Why Are All the Black Kids Sitting Together in the Cafeteria?"](#).

Originally, the goal was to be guided through the reading of the recently published book, [Unconscious Bias in Schools: A Developmental Approach to Exploring Race and Racism, by Benson and Fiarman](#). As I worked through our first goal around homework, the thought was to read both this book and the homework book simultaneously. As our administrative team read our first book on homework, it became apparent that reading one book and focusing on it would allow for more in-depth discussion by our team, so I decided to wait to continue with our Unconscious Bias book. During my evaluation update in February, a new timeline for this goal was reviewed with both the subcommittee and full School Committee.

The first item brought forward for discussion around this goal was the [Harvard Implicit Bias Test](#). This test, which I had taken before, helps people identify "blind spots" and biases through

[Online Evaluation Questionnaire](#)
[Superintendent Evaluation Rubric](#)

an online self-assessment. At our PLT meeting in February, I presented the bias test to the group and asked them to take the test at a time convenient for them. I was not looking for feedback around their individual responses as the topic of bias is one that must be discussed in an arena of trust and understanding. Several principals reached out to me individually though to discuss how taking the test had made them rethink their own perspectives on bias.

I then began the book discussion in February with our administrative team, reviewing the [first six chapters](#) in the same format as I had shared when reading the Kohn book on homework. Prior to meeting again to discuss the next several chapters of the book, the COVID-19 emergency struck and this goal had to be put on hold.

As I write this document, the country continues to grapple with issues associated with bias, leaving communities under great duress. Our nation has endured the COVID-19 virus that has confined people to their homes for the past three months, unemployment rates at levels not seen since the Great Depression, and now a resurgence of racial and cultural tensions resulting in violence and destruction.

As this is an important goal that was interrupted before any significant progress was made, I would look to continuing this goal to next year.

Principals were asked to provide feedback on this PLT topic. [The results can be viewed here.](#) (Standards IV-A, IV-B, IV-D, IV-E)

District Improvement Goals

By June 2020, the superintendent will develop a 10 year plan of action to address enrollment trends throughout the district.

This goal was defined around the concept that our communities continue to expand and contract at varying levels, causing capacity issues on both ends of the spectrum - with some of our schools having more space available for classrooms than others.

This year, a draft version of the [WRSD Staffing Plan](#) was shared with the WRSDC that projected out staffing requirements over the next several years. This extremely comprehensive plan was months in the making and required the input of a variety of support staff. The plan utilized the WRSDC policy on class size to guide the numbers associated with class sizes. A meeting with Education Subcommittee Chair Imber in late February was held to discuss options associated with extending the plan over more years in order to lessen the impact of the addition of new staff

on the budget. The plan shared with you in this document includes two more years beyond the original five year plan.

I began meeting with town officials earlier this year with my first meeting taking place in Holden. When reviewing our most recent [NESDEC projections](#) with Holden officials, we noted that Holden is expected to see a significant increase in pupil population during the next several years, placing a potential burden on the four Holden schools. While we suggested that it may be wise to begin the process of applying for funds for another school through the Massachusetts School Building Authority, the town decided to wait to take action until a later date.

With the onset of the COVID-19 crisis and anticipated budget reductions associated with education, the plan will be revisited after we have a better understanding of the final impact on funding for schools which may not occur for several months or another year. The revised plan will need to be updated to account for possible reductions to staffing based upon the projections associated with the FY21 budget and the impact of revenue shortfalls at the state level.

As this goal could not be completed at this time, the subcommittee and I will review the viability of the goal moving forward into the goal cycle for FY21 or beyond.

(Standards I-E, III-A)

By April 2020, the superintendent will update the Bullying Prevention and Intervention Plan (BPIP), working with the administrative team, educators and the community in the process.

In August of 2019, I invited Attorney Matt MacAvoy, legal representation for the WRSD, to provide a presentation to all administrators on Bullying, Harassment, and Discipline. His presentations centered around identifying and responding to bullying and discriminatory harassment as well as student discipline. The presentations were also shared with our local police and fire officials and were reviewed with them. These [two presentations](#) by Attorney MacAvoy provided the groundwork for our next steps in working with our working group to update the Bullying Prevention and Intervention Plan (BPIP).

In January, 2020, a [group of stakeholders](#) composed of parents, local police, administrators, educators, school committee members and central office administration was convened to review the Wachusett Regional BPIP. The group was tasked with reviewing the current District BPIP, comparing it to exemplar plans from other districts and the Massachusetts Department of Elementary and Secondary Education (DESE), and collectively, making revisions to the District BPIP. Special attention was given to ensuring that timely investigation procedures were

maintained, as well as preventative interventions that decrease the likelihood of bullying and/or conflict occurring.

Small groups were formed that each focused on a certain section of the existing plan. The committee members made suggestions for edits in terms of language and content within the document. These edits resulted in a BPIP that is more user-friendly, streamlined, and focused on the needs of students who may be targets, aggressors, or bystanders related to bullying behavior. Language from the existing BPIP that was potentially stigmatizing to students, such as labeling them as a “bully,” was deleted from the final document at the recommendation of members from the review committee. The [WRSD Bullying Prevention and Intervention Plan](#) has been completed and will be shared with the School Committee in the coming weeks.
(Standards II-A, II-D, III-A, IV-A, IV-B)

Other Items of importance associated with my evaluation:

- I have continued to participate and represent the WRSD in contract negotiations this year with three unions and also with the PEC (Public Employee Committee) that controls health insurance. As any of the members of the Legal Affairs Subcommittee will tell you, the negotiating process in our District is labor intensive and extremely time consuming.
(Standard II-D)
- I have attended a great number of subcommittee meetings during this school year. I have been the administrative representative for the Management Subcommittee, the Facilities and Security Subcommittee, and the Superintendent’s Goals and Evaluation Subcommittee. I have attended almost all of the Business/Finance Subcommittee meetings this year and also meetings of the Legal Affairs Subcommittee. (Standard IV-A)
- At our August Administrative Retreat, I continued to provide guidance on the goal setting process by helping leaders from across the District, including administrators from all levels, develop meaningful goals focused on student data and developing Professional Learning Communities (PLC’s). An important part of this training was focused on helping schools to further develop a culture of data analysis associated with student learning. The PLC framework ensures that challenging questions can be asked and that people across multiple grades and subjects can provide feedback by using the same practices and language. (Standards I-B, I-C, I-E)
- During the school year, meetings with building leaders and Central Office staff are scheduled on a regular basis. Principal Leadership Team (PLT) meetings were held

[Online Evaluation Questionnaire](#)
[Superintendent Evaluation Rubric](#)

monthly beginning on September 5, 2019 and continuing to March 5, 2020, and on an almost weekly basis since mid-March when schools closed and the District transitioned to working remotely. PLT attendees are the 13 school principals, the Superintendent, the Deputy Superintendent, and other Central Office administrators as needed. Curriculum Meetings are also held (similar to PLT meetings – Thursday mornings, 7:45 – 10:00 AM, in the Curriculum Center at the District Central Office). Curriculum Meeting attendees include the 13 building principals, the Superintendent, the Deputy Superintendent (who facilitates Curriculum Meetings), members of the Central Office Curriculum Team, and Central Office administrators as needed. Our District Central Office team also met with each of the principals, individually in the fall and again this spring to review goals, SIP's, and consistency associated with alignment to the WRSD Strategic Plan. (Standards IV-A, IV-E)

- I met with all principals to review both their individual goals as well as the School Improvement Plans. Both goals and SIPs were aligned with the Strategic Plan and our shared vision moved forward from there. Our meetings have involved specific discussions on the alignment of both my goals and those of the Strategic Plan, with the work that principals are doing with their teachers in their individual buildings. Budget discussions begin early in the fall, and we utilize our time together to review and define areas which serve as budget drivers for the upcoming fiscal year. Again this year, we focused on both administrative goal setting and evaluation procedures. Using TeachPoint, our online evaluation database software, principals aligned teachers' goals, when possible, with School Improvement Plans and the District Strategic Plan. All principal goals were reviewed with Central Office administrators to align with their own School Improvement Plans and the District Strategic Plan. (Standards IV-A, IV-D)
- Following the principal evaluation process, two principals in the final year of their contracts were evaluated within the timeline set forth in School Committee policy. Both the Deputy Superintendent and I have met with all principals to establish annual goals and all principals and Central Office administration will be evaluated by the end of the school year in compliance with DESE regulations. (Standards IV-A, IV-D)
- I was proactive in the decision to limit after school activities during the EEE Threat in September. On September 7th, after discussion with parents, monitoring information provided by the Department of Public Health, and in consultation with our Town Administrators and our school leaders, I directed that all school-related outdoor activities scheduled at our schools conclude by 6:30 PM. I thought it was in the best interest of all to make the modification to the schedule at the time. (Standards II-A, III-A, III-B)

-
- I continued to support the use of [INTERFACE Referral Service](#) for students to access counseling professionals outside of school. For 2019-2020 and 2020-2021, we now have the ability for all residents of our Member Towns to access this service, regardless of age or enrollment in our schools. We have met with representatives of William James College and the INTERFACE Referral Service this year to define the support process for all students. (Standards II-A, III-D)
 - Throughout this year, I had regularly scheduled meetings with Police and Fire officials from the five towns. These meetings, held on July 18, 2019, August 22, September 27, November 1, December 6, 2019, January 17, March 6, and most recently as a virtual meeting on April 17th, are an important way for District administration and our public safety officials to stay in close contact. (Standard III-A)
 - I have also continued my meetings with the Member Town administrators. These meetings are beneficial for all parties as we have talked about issues associated with buildings and grounds, policy, and the budget, as well as other topics raised and questions asked. With town administrators having the opportunity to discuss budget issues, prior to the budget cycle starting, we all have a better understanding of the complexities associated with our budget and other issues affecting our towns and schools. (Standard III-A)

**EMPLOYMENT AGREEMENT
BETWEEN THE
WACHUSETT REGIONAL SCHOOL DISTRICT
AND
DR. DARRYLL MCCALL
SUPERINTENDENT of SCHOOLS**

This Agreement is made by and between the Wachusett Regional School District Committee, hereinafter referred to as the "Committee" and Dr. Darryll McCall, hereinafter referred to as the "Superintendent."

In consideration of the promises herein contained, the parties hereto mutually agree as follows:

ARTICLE ONE - EMPLOYMENT

1-1. Term

This Agreement will be effective July 1, 2020 through June 30, 2023. If the Committee does not provide written notice to the Superintendent on/or before June 30, 2022, the contract will terminate on June 30, 2023. The parties will commence negotiations for a successor contract on/ or before November 1, 2022.

1-2. Rules, Regulations and Policies

The Superintendent agrees to all of the rules, regulations and policies as determined by the Committee, as well as to all of the provisions of the General Laws of Massachusetts relating to education, the schools and legal functions and responsibilities of school superintendents. In the event that the Committee adopts a rule, regulation or policy which is in conflict with any portion of this Agreement, then this Agreement shall prevail.

1-3. Certification / License

The Superintendent represents and warrants that he holds a valid certificate/license from the Commonwealth of Massachusetts for the position of superintendent of schools and that he must maintain said certificate or license during the entire term of this Agreement. In the event that Superintendent loses or has his certificate or license for the position of Superintendent suspended for any reason, the Superintendent must immediately notify the Committee.

1-4. Duties

The Superintendent shall perform faithfully, to the best of his ability, the duties of superintendent of schools and shall serve as Executive Officer of the Committee as provided in Chapter 71, Section 59 and all other General Laws of Massachusetts. A copy of the duties is attached hereto and incorporated by reference into this Agreement. The Superintendent shall fulfill all of the terms and conditions of this Agreement. He shall comply with the policies and procedures of the Committee and shall serve and perform such duties at such time and places and such manner as the Committee may from time to time direct.

In harmony with the policies of the School Committee, state laws, and Mass. DESE education regulations, the Superintendent has executive authority over the school system and the responsibility for its supervision. He has the general authority to act at his discretion, subject to later approval of the Committee, as needed, upon all emergency matters and those to which his powers and duties are not expressly limited or are not particularly set forth.

ARTICLE TWO - CONDITIONS OF EMPLOYMENT

2-1. Performance Review

The School Committee shall evaluate the Superintendent annually in writing on/or before May 1 of each year. The evaluation instrument shall clearly articulate the goals, objectives and standards by which the Superintendent's performance will be measured. The Superintendent and the School Committee Superintendent's Goals and Evaluation Subcommittee will meet prior to the evaluation to agree on additional means to collect feedback from community and district stakeholders. The evaluation shall be consistent with the DESE procedures and regulations for the Superintendent evaluation and the additional means of evaluation agreed to by the parties.

The Superintendent will submit, no later than September 1 of each year, his draft goals and objectives to the Committee for their review and approval. The Committee shall vote on the composite evaluation compiled by the Committee Chair, and the Superintendent may attach his response, if any, thereto.

2-2. Termination

2-2.1. In the event that the Superintendent desires to terminate this Agreement before the term of service shall have expired, he may do so by giving at least one hundred and twenty days (120) notice in writing of his intention to the Committee. There shall be no penalty for such release or resignation by the Superintendent provided such notice is given. In such event, however, the Superintendent will not be entitled to salary payments beyond his actual term of active service and if he terminates the Agreement on/or before June 30th he will receive a pro rata share of his vacation based upon the

actual months worked.

2.2.2. The School Committee may discharge the Superintendent during the term of this Agreement for good cause. "Good cause" shall mean any ground that is put forth by the School Committee in good faith and which is not arbitrary, irrational, unreasonable, or irrelevant to the task of building up and maintaining an efficient school system. Where good cause exists, by a majority vote, the School Committee may discharge the Superintendent, and thereby terminate this Agreement, provided that the School Committee shall (a) inform the Superintendent of the reason(s) for the proposed discharge; and (b) upon written request from the Superintendent within ten (10) calendar days following notice of the proposed discharge, hold a hearing, at which time the Superintendent shall have the opportunity to answer the charges against him. The hearing, which shall be public or private at the option of the School Committee, shall be held within thirty (30) calendar days following receipt of the Superintendent's timely request. The Superintendent shall be entitled to be represented by counsel at the hearing.

The Superintendent may appeal his dismissal for good cause by filing a petition with the American Arbitration Association within thirty calendar days of the School Committee's vote to dismiss the Superintendent. The arbitration will be conducted under the Rules of the American Arbitration Association. In a challenge to a discharge of the Superintendent, the authority of the arbitrator shall be limited to an award for back pay damages for the balance of the Agreement term after the discharge and shall not include the authority to reinstate the Superintendent to any position.

2-3. Professional Liability

The Superintendent shall be indemnified and held harmless by the Committee to the extent permitted by Massachusetts General Laws, Chapter 258 for any and all demands, claims, suits, actions and legal proceedings brought against the Superintendent arising out of the course of employment as Superintendent.

2-4 Periodic Examination

2-4.1 The District may require an annual physical examination once each year during the life of the Agreement. The District will bear any costs not borne by health insurance and a written report of such examination will be provided to the School Committee.

ARTICLE THREE - COMPENSATION AND BENEFITS

3-1. Salary Considerations

For the period commencing July 1, 2020, the Superintendent will be paid at the

annual rate of \$197,187 in consideration of a reduction in the number of vacation days. In the first year of the agreement, there will be no cost of living increase. In subsequent years of this Agreement, his salary will be increased by two percent (2.0%) on July 1, 2021 and July 1, 2022.

3-2. Health, Life and Retirement

The Superintendent shall be entitled to all health, life and retirement benefits provided to Wachusett Administrators. The Superintendent shall be a member of Teachers Retirement System as required by MGL c. 32 Section 2.

ARTICLE FOUR - VACATION AND LEAVES

4-1. Vacation

4-1.1. The Superintendent shall receive twenty (20) working days as annual vacation, exclusive of legal holidays. Said vacation shall be scheduled with prior written approval of the School Committee Chairperson. Said vacation shall be used in the year that it is earned except that the School Committee may permit the carry-over of five (5) vacation days if the full vacation allotment could not be taken because of the needs of the District. The total number of vacation days accrued at any one time cannot exceed 25 days. If the Superintendent should resign or retire prior to June 30th, he will receive a pro rata share of vacation days based upon the number of months worked during the fiscal year in which the resignation or retirement occurs. Superintendent agrees to take at least twelve (12) of his twenty (20) days of annual vacation on days when school is not in session.

4-2. Other Leaves

4-2.1. In recognition of the sick days that the Superintendent had accrued in his prior position with the District, the Superintendent shall be considered to have 150 sick days at the start of this Agreement on July 1, 2017. Additionally, the Superintendent will annually accrue fifteen (15) sick leave days for disability due to illness or injury each Agreement year.

Unused sick days may be accumulated from year to year up to a maximum of one hundred eight (180) days, beyond which they are forfeited. The Superintendent shall not have the right to redeem any accrued sick leave upon his resignation, retirement or termination of the Agreement.

The School Committee has the right in its discretion to grant additional sick leave in the event of a catastrophic illness or disability incurred by the Superintendent.

4-2.2. The Superintendent shall be entitled to five (5) days of personal leave in each Agreement year (July 1 to June 30). Such leave shall not be cumulative.

4-2.3. In the event of death in his immediate family, the Superintendent shall be entitled to five (5) bereavement days in each instance.

4-3. Holidays

The Superintendent shall be entitled to the following paid holidays:

New Year's Day	Martin Luther King Day
President's Day	Patriots' Day
Memorial Day	Independence Day
Labor Day	Columbus Day
Veterans' Day	Thanksgiving
Day after Thanksgiving	Christmas Eve Day
Christmas Day	

ARTICLE FIVE - EXPENSE ALLOWANCES

5-1. Reimbursement for Expenses

The District shall reimburse the Superintendent for all authorized expenses reasonably incurred in the performance of duties under this Agreement. Such expenses shall include but not be limited to costs of transportation and expenses relative to the attendance at appropriate local, state and national meetings or conferences or attendance at courses, seminars or other activities approved by the Committee. To be eligible for reimbursement all such activities must be approved in advance by the School Committee. The District shall reimburse the Superintendent for all approved travel on behalf of the District for which he uses his personal vehicle at a rate established by the School Committee. In addition, the Committee will annually pay dues for a national association and state affiliate association appropriate the Superintendent's area of responsibility.

5-2. Professional Development

The District shall incur the expenses for the Superintendent's membership in two professional organizations. In the spirit of professional development, the Superintendent shall be required annually to attend two conferences, seminars, meetings, or other professional development opportunities. The District will compensate the Superintendent for all costs relating to these activities. The Superintendent may accept honoraria or stipends subject to the advanced written approval of the School Committee.

ARTICLE SIX - AGREEMENT & AMENDMENTS

6-1. Entire Agreement

This Agreement document embodies the entire Agreement between the Committee and the Superintendent and there are no inducements, promises, terms, conditions, or obligations made or entered into by either party other than those contained herein.

6-2. Amendments

This Agreement may not be amended except by an Agreement in writing voted by the majority vote of the School Committee and signed by the parties hereto.

6-3. Validity of Contents

If any paragraph or part of this Agreement is later found to be invalid, it shall in no way affect the remainder of this Agreement, which shall continue to be legally binding and effective as to both parties.

IN WITNESS THEREOF, the parties have hereunto signed and sealed this Agreement in triplicate.

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE


Kenneth Mills, Chair

6-4-20
Date


Christina Smith, Vice-chair


6-4-2020
Date

Assented to:


Dr. Darryll McCall

6/1/20
Date

Approved as to form:


Naomi R. Stonberg, Esq.
School Committee Counsel

6/1/20
Date

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

*Kenneth Mills, Chair
1745 Main Street
Jefferson, MA 01522*

Sent electronically

June 9, 2020

Please accept my thanks on behalf of the School Committee for sharing your heartfelt thoughts and your experiences at Monday evening's virtual School Committee meeting. I was humbled to read your words into the record, and wish it could have been in your voice. We must do better as a community, and we as a district should be held accountable if we don't act to bring change. Members of the Committee and District administration appreciate your honesty and what you have brought forward will be addressed.

Sincerely yours,

A handwritten signature in dark ink, appearing to read 'Ken Mills', written in a cursive style.

Kenneth Mills, Chair
Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee
Darryll McCall, Superintendent of Schools

KM:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

Kenneth Mills, Chair

1745 Main Street

Jefferson, MA 01522

Sent electronically

June 9, 2020

Ms. Nyanna Slaughter
Western Mass. Regional Director
U. S. Senator Elizabeth Warren
1550 Main Street, Suite 406
Springfield, MA 01103

Dear Ms. Slaughter:

On behalf of the Wachusett Regional School District Committee, please accept my thanks for joining our meeting last evening, listening to what our members have to say, and for sharing information about steps being taken at the state and federal levels to assist school districts in coping with the effects of COVID-19. The support of our legislators and their staffs is very much appreciated by Wachusett administration and the School Committee.

Attached please find a copy of a resolution recently passed by our School Committee. Time is of the essence as teachers will lose their jobs and kids will lose their teachers very soon without federal assistance; we simply cannot wait.

Sincerely yours,



Kenneth Mills, Chair
Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee
Darryll McCall, Superintendent of Schools

KM:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

*Kenneth Mills, Chair
1745 Main Street
Jefferson, MA 01522*

Sent electronically

June 9, 2020

Ms. Abby McCartney
Education and Health Policy
U. S. Senator Elizabeth Warren's Office

Dear Ms. McCartney:

On behalf of the Wachusett Regional School District Committee, please accept my thanks for joining our meeting last evening, listening to what our members have to say, and for sharing information about steps being taken at the state and federal levels to assist school districts in coping with the effects of COVID-19. The support of our legislators and their staffs is very much appreciated by Wachusett administration and the School Committee.

Attached please find a copy of a resolution recently passed by our School Committee. Time is of the essence as teachers will lose their jobs and kids will lose their teachers very soon without federal assistance; we simply cannot wait.

Sincerely yours,



Kenneth Mills, Chair
Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee
Darryll McCall, Superintendent of Schools

KM:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

Kenneth Mills, Chair

1745 Main Street

Jefferson, MA 01522

June 9, 2020

Mrs. Heidi Lahey
166 Bullard Street
Holden, MA 01520

Dear Heidi:

Please accept my thanks on behalf of the School Committee for your participation in last evening's virtual School Committee meeting and for sharing your strong statement to the Committee. I appreciate your commitment to the Wachusett District and all that you do to support our students, teachers, and staff. Also, thank you for your years of services as President of the WREA.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Ken Mills", with a stylized flourish at the end.

Kenneth Mills, Chair
Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee
Darryll McCall, Superintendent of Schools

KM:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT
HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING
FACILITIES AND SECURITY SUBCOMMITTEE

Monday, January 13, 2020

6:00 PM

Media Center
Wachusett Regional High School
1401 Main Street,

Minutes

In Attendance: Adam Young, Chair, Stephen Godbout
Absent: Linda Woodland, Vice-chair
Administration: Darryll McCall, Superintendent of Schools
Daniel Deedy, Director of Business and Finance
Others: Honghoa Le, MASBO Student

I. Call to Order

Subcommittee Chair Young called the meeting to order at 6:00 PM.

II. Approval of Minutes

Motion: To approve the minutes of the November 25, 2019 meeting of the Facilities and Security Subcommittee.

(A. Young)
(S. Godbout)

The minutes were approved by consensus.

III. Need for a New School in Holden

Subcommittee Chair Young asked for a report on Superintendent McCall's meeting in December with Holden officials. Superintendent McCall reported the town of Holden agrees on the need for a new school due to increasing population in the town which is also increasing enrollment numbers at the schools. Holden would like to hold off until January 2021 before submitting a SOI (Statement of Interest) to MSBA (Massachusetts School Building Authority), which Superintendent

McCall agreed with. Superintendent McCall is concerned about growth as has been projected, and he spoke about the need to look at additional classroom spaces in the schools. Member Godbout asked about mobile classrooms as a means to address overcrowding if necessary.

IV. Implementation of ALICE District-wide – status

There is a video Superintendent McCall would like to share with the subcommittee. Viewing/sharing this video was deferred to a future meeting.

V. Schools Used in Polling Locations – Student Safety/Security

Superintendent McCall met with Sterling Town Administrator Ross Perry and others from the town. Mr. Perry wants to keep polling at Houghton. Superintendent McCall gave an overview on how the District will address the polling in the buildings with people posted at key areas. Superintendent McCall reported it is likely voting will be kept at Houghton Elementary School for the indefinite future. Subcommittee Chair Young referenced an email from Vice-chair Woodland in which she requested a report on the state of the six schools' safety plans for being open during voting hours, as well as the plan for communication to the students/parents (attachment 1). Subcommittee Chair Young said the subcommittee will address this discussion, as well as school safety plans, in executive session at the next meeting

VI. Cybersecurity

Members were provided with information about cybersecurity and ransomware which Vice-chair Woodland had provided (attachment 2). Subcommittee Chair Young's question to IT, in the case of ransomware, do we have a plan to segregate issues and attacks?

VII. Capital Projects

CIP will be discussed in detail at the February 10, 2020 meeting of the subcommittee.

VIII. Turf Field

- Update on Field

Director Deedy gave an update on the work, etc. that has been done and still needs to be done. He spoke briefly about the liquidated damages estimated at \$60,000. Attorney Bartulis is preparing a letter for the District regarding the liquidated damages.

IX. Facility Concerns/Issues

Director Deedy spoke about the new phone system being installed at Naquag Elementary School. The District is being proactive by putting in a new phone system now given the issue at Dawson this past summer one week before school started. Superintendent McCall spoke about a meeting he had in November with the Holden Fire Chief when they discussed the possibility of the District assuming a portion of the HFD EMS position and rolling that expense into the WRSD's FY21 budget. Year one this will be a \$10,000 expense for the District to Holden which would cover a portion of the HFD employee's salary.

X. Next Meeting

Monday, January 27, 2020, 6:00 – 7:00 PM, Media Center at WRHS
Executive session dedicated to safety plans and security during elections

Monday, February 10, 2020, 6:00 – 7:00 PM, Media Center at WRHS
Capital Improvement Plans

XI. New Business

There was no new business brought before the subcommittee.

XII. Executive session to discuss the deployment of security personnel or devices, or strategies with respect thereto, as the Chair deems a discussion in public session would have an adverse effect on the District's position, not to return to public session

The subcommittee did not adjourn to executive session.

XIII. Adjournment

Motion: To adjourn.

(A. Young)
(S. Godbout)

Vote:

In favor:

A. Young
S. Godbout

Opposed:

None

The motion passed unanimously.

The meeting adjourned at 6:56 PM.

Respectfully submitted,

Daniel Deedy
DD:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT
HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING
FACILITIES AND SECURITY SUBCOMMITTEE

Monday, January 27, 2020

6:00 PM

Media Center
Wachusett Regional High School
1401 Main Street,

Minutes

In Attendance: Linda Woodland, Vice-chair, Stephen Godbout
Remote Participation: Adam Young, Chair
Administration: Darryll McCall, Superintendent of Schools
Daniel Deedy, Director of Business and Finance
Others: Stacey Duffy, WREA

I. Call to Order

Due to Chair Young participating remotely, Subcommittee Vice-chair Woodland called the meeting to order at 6:07 PM.

II. Approval of Minutes

Motion: To approve the minutes of the January 13, 2020 meeting of the Facilities and Security Subcommittee.

(L Woodland)
(S. Godbout)

The minutes were approved by consensus, with Chair Young abstaining.

III. Executive session to discuss the deployment of security personnel or devices, or strategies with respect thereto, as the Chair deems a discussion in public session would have an adverse effect on the District's position, not to return to public session

Motion: To enter session to discuss the deployment of security personnel or devices, or strategies with respect thereto, as the Chair deems a discussion in public

session would have an adverse effect on the District's position, to return to public session

(L. Woodland)
(S. Godbout)

Roll call vote:

In favor:

Adam Young
Linda Woodland
Stephen Godbout

Opposed:

None

The motion passed unanimously.

The subcommittee entered executive session at 6:10, to return to public session.

The subcommittee returned to public session at 6:43 PM.

Subcommittee Chair Young spoke about a recent presentation on ALICE hosted by the Holden elementary and middle schools, which was open to parents from the five towns, and he reported approximately 35 parents attended. Superintendent McCall reported District administration is looking into easy access for parents regarding ALICE materials. Subcommittee Chair Young suggested a simple explanation of ALICE and what it entails should be available for parents.

Respectfully submitted,

Daniel Deedy
Director of Business and Finance
DD:rlp

June 15, 2020 approved by the Facilities and Security Subcommittee, to be released

WACHUSETT REGIONAL SCHOOL DISTRICT
HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING
FACILITIES AND SECURITY SUBCOMMITTEE

Monday, January 27, 2020

Media Center
Wachusett Regional High School
1401 Main Street,

Minutes

Executive Session

In Attendance: Linda Woodland, Vice-chair, Stephen Godbout
Remote Participation: Adam Young, Chair
Administration: Darryll McCall, Superintendent of Schools
Daniel Deedy, Director of Business and Finance

I. Call to Order

Due to Subcommittee Chair Young participating remotely, Vice-chair Woodland called the executive session to order at 6:10 PM.

Subcommittee Chair Young explained he does not want to second guess the work being done by the District, but rather is looking to evaluate as a public body how members feel the District is doing, and if members are satisfied with the work done to date. He further explained he would like to look at the coordination in the various departments and how it varies from the schools and from school to school. Subcommittee Chair Young wishes the discussions to be general topics, and details should not be reflect in the minutes. The first topic to be raised was use of schools as polling locations.

Superintendent McCall listed the schools that are used as polling locations (Mountview Middle School, Davis Hill School, Paxton Center School, Thomas Prince School, Naquag Elementary School, Houghton/Chocksett School), and he reviewed how each school handles being used by the towns for election/voting purposes. DM reviewed the different locations and how the individual schools are used for voting purposes. He noted that having District paraprofessionals oversee school entrance ways on days the schools are in use for voting might be an option. He also noted that the towns have Police Officers on site during elections.

Superintendent McCall reported that a recent monthly meeting with Town Administrators, he let them know that poll workers will need to be CORI checked and that this process can be handled by the District's Human Resources Department. Upon Superintendent McCall's conclusion of his review of the individual sits, Subcommittee Chair Young asked what the status is of implementation of the plans, as reviewed by Superintendent McCall, and are these plans documented. Superintendent McCall said that Memorandum of Agreements could be created between the towns and the District/schools to fully layout the plans for safety and security in the schools on election days. Subcommittee Chair Young stated each school should have an internal written plan for the days when schools are used as polling/election locations. Superintendent McCall will have discussions with the Member Town police officials during the summer months. Vice-chair Woodland stated it appears the District has a plan and has gone through the effort to prepare as best as possible. Due diligence has been done to provide safety and security when schools are utilized for voting.

Motion: To adjourn executive session and return to public session.

(L. Woodland)

(S. Godbout)

Roll call vote:

In favor:

Adam Young

Linda Woodland

Stephen Godbout

Opposed:

None

The motion passed unanimously.

The subcommittee adjourned executive session at 6:43 and returned to public session.

Respectfully submitted,

Daniel Deedy

Director of Business and Finance

DD:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT
HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING
SUPERINTENDENT GOALS AND EVALUATION SUBCOMMITTEE

MINUTES

Wednesday, June 3, 2020
7:00 PM

Meeting conducted remotely, using Google Meet

In Attendance: Matthew Lavoie, Chair, Amy Michalowski, Vice-chair, Kenneth Mills

Absent: Megan Weeks

Administration: Darryll McCall, Superintendent of Schools
Barry Sclar, Supervisor of I. T.

Others: Mary Shepherd, WREA

I. Call to Order

Subcommittee Chair Lavoie called the meeting to order at 7:09 PM.
Subcommittee Chair Lavoie thanked Mr. Sclar for participating in this meeting and for his work on the evaluation document.

II. Approval of Minutes

Motion: To approve the minutes of the February 4, 2020 meeting of the Superintendent Goals and Evaluation Subcommittee.

(A. Michalowski)

(K. Mills)

Roll call vote:

In favor:

Matthew Lavoie
Amy Michalowski
Kenneth Mills

Opposed:

None

The minutes were unanimously approved.

III. Discussion of Standards 1, 2, 3, and 4 Evaluation Criteria for Evaluation Form

There was discussion of needing an introduction of the online template at the next full School Committee meeting, to be discussed under the Superintendent's Report. Supervisor Sclar will participate in the School Committee meeting on June 8, 2020 to provide a review and tutorial of the online template.

Superintendent McCall reviewed his Evaluation Narrative with the subcommittee, including response to COVID-19 crisis and progress toward goals.

Comments were made about ensuring Superintendent McCall's report aligns with indicators to help guide members to complete the annual evaluation, including whatever evidence offered is linked to the indicator. Discussion of evidence of impact versus list of activities.

7:37 PM WREA Member Shepherd left the meeting.

7:39 PM WREA Member Shepherd returned to the meeting.

After members of the full Committee submit their online evaluation input, each member of this subcommittee will be assigned a Standard to address/review the results of member input. Subcommittee Chair Lavoie will notify the four members of this subcommittee as to which Standard they will be responsible for compiling the results, which will then be shared with School Committee Chair Mills who will prepare the annual evaluation of the Superintendent for full School Committee approval.

IV. Discussion and Review of Online Evaluation Template

The timeline for the evaluation process moving forward was reviewed:

- 6/8 – presentation of electronic evaluation tool at full School Committee meeting (Barry Sclar to be invited)
- 6/9 – The Superintendent's Evaluation Narrative and electronic evaluation tool will be shared with all members of the School Committee
- 6/15 – due date for members' electronic evaluation input/feedback
- 6/19 – subcommittee members' compilations to Chair Mills, to provide data/information for evaluation narrative
- 6/22 – subcommittee meeting to review Chair Mills' draft narrative
- 6/30 – full School Committee vote on the Evaluation of the Superintendent

VI. Public Hearing

No members of the public wished to address the subcommittee.

VII. New Business

There was no new business brought before the subcommittee.

VIII. Next Meeting

The subcommittee will meet next on June 22, 2020, 7:00 PM, likely a virtual meeting via Google Meet.

IX. Adjournment

Motion: To adjourn.

(A. Michalowski)
(K. Mills)

Vote:

In favor:

Matthew Lavoie
Kenneth Mills

Opposed:

None

Abstained:

Amy Michalowski

The motion was unanimously approved.

The meeting adjourned at 7:50 PM.

Respectfully submitted,

Kenneth Mills

Superintendent Goals and Evaluation Subcommittee

KM:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

MINUTES

Business/Finance Subcommittee

Thursday, June 4, 2020
7:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

In Attendance: Michael Dennis, Chair, Maleah Gustafson, Jeffrey Haynes, Linda Long-Bellil, Karl Ottmar

Absent: Benjamin Mitchel, Vice-chair

Administration: Darryll McCall, Superintendent of Schools
Daniel Deedy, Director of Business and Finance
Jeff Carlson, Director of Human Resources
Robert Berlo, Deputy Superintendent
Christine Smith, Administrator of Special Education
Rebecca Petersen, Executive Secretary to the Superintendent

Others: Kenneth Mills, Chair, WRSDC
Heidi Lahey, WREA
Kim McCormack, WREA
Mary Shepherd, WREA
Adam Young, WRSDC

I. Call to Order

Subcommittee Chair Dennis called the meeting to order at 7:02 PM. Subcommittee Chair Dennis announced the meeting is streaming live on HCTV and the recording will also be available on the District website.

With no objection from the members, Subcommittee Chair Dennis edited the agenda, moving the report on deliverables to later on the agenda.

II. Update on FY20 Budget

Director Deedy provided an update on the status of FY20 budget, noting investment revenues are up and extending kudos to Treasurer Dunbar. He also noted that Chapter 70, Regional Transportation Reimbursement, Interest Income, and Charter Reimbursement will exceed their projections. Director Deedy noted Medicaid revenues are down by just over \$900,000. Revenues are projected to fall short of the benchmark by approximately \$380,000.

The anticipated fund balance at the end of the fiscal year is projected to be just under \$640,000, which Director Deedy confirmed when asked by Chair Dennis. Of this amount, the intention would be to place a certain amount in Revolving Funds, and to move these remaining

dollars forward to FY21. Chair Dennis asked clarifying questions, which Director Deedy answered and explained.

Subcommittee Chair Dennis gave members the opportunity to ask questions and make comments.

Member Gustafson asked about a Transportation Stabilization Fund, with Director Deedy confirmed has been established.

When asked, Director Deedy confirmed the projected balance being shared at this meeting is basically the same as was shared at the May 20, 2020 Business/Finance Subcommittee meeting.

III. Amendments to Contracts with Transportation Providers

Director Deedy explained he has been in contact with AA Transportation and Van Pool Transportation about paying these vendors during the period of school closure.

Director Deedy gave a brief background of the proposed settlement agreements with AA Transportation. Director Deedy reported a counter offer has been extended to AA Transportation for the District to make payments to AA Transportation at the rate of 50%, which AA Transportation is not in a position to accept at this time. Subcommittee Chair Dennis asked the dollar value of what would have been paid to AA Transportation if services had been provided since mid-March, which Director Deedy confirmed is \$1.3M. At the 75% payment option, \$300,000 would have been saved. School Committee Chair Mills asked about the timing of payments, with the end of the FY20 fiscal year approaching. Director Deedy acknowledged the window for making payments is getting tighter.

Subcommittee Chair Dennis has questions about the \$1.6M remaining in the Transportation line.

Subcommittee Chair Dennis asked if the District has a legal obligation to make payments to AA Transportation for services that have not been rendered, which Director Deedy stated there is no legal obligation to pay this vendor.

Member Haynes asked if the decision is made to not make payments to AA Transportation and in the future AA Transportation is unwilling to provide transportation services for the Wachusett District when going out to bid for transportation services when the contracts with AA Transportation expire in 2021 (with the option to extend), what would be the District's options.

Member Gustafson asked about AA Transportation employees who do not drive buses in the summer but AA Transportation has stated these employees would continue to be paid during the summer. Director Deedy explained Mr. Ernenwein of AA Transportation has reported he would bring employees, who had been laid off, back to work for trainings, cleaning of buses and equipment, etc.

Chair Mills asked Superintendent McCall his recommendation about making payments to AA Transportation for services mid-March to the end of this school year and the proposed amendments to the two contracts the District has with this vendor. Superintendent McCall spoke about the excellent relationship the District has had with AA Transportation the last five plus years and that Mr. Ernenwein is very supportive of the District. Superintendent McCall is not in favor of not making any payments, but could support payments in the 50% range, rather than in the 75% range as included in the proposed contract amendments. Director Deedy will bring the 50% proposal before Mr. Ernenwein for his consideration. Mr. Deedy would appreciate resolution of this matter sooner than later, as to making payments, or not, to AA Transportation. Subcommittee Chair Dennis needs to know if there is support of a readiness payment to AA Transportation for services that have not been needed due to school closure.

Director Deedy will reach out to Mr. Ernenwein to continue discussions about these proposed contract amendments.

IV. FY20 Budget Transfers

Motion: To recommend to the full School Committee a budget transfer of \$4,718.41 from the Debt Service Appropriation to the Pupil Services Appropriation.

(L. Long-Bellil)
(J. Haynes)

Director Deedy spoke to the motion and the transfer.

Roll call vote:

In favor:

Michael Dennis
Maleah Gustafson
Jeffrey Haynes
Linda Long-Bellil
Karl Ottmar

Opposed:

None

The motion passed unanimously.

Motion: To recommend to the full School Committee a budget transfer of \$49,181.33 from the Debt Service Appropriation to the Benefits and Insurance Appropriation.

(L. Long-Bellil)
(K. Ottmar)

Director Deedy provided an overview, explaining the need for this budget transfer.

Roll call vote:

In favor:

Michael Dennis
Maleah Gustafson

Jeffrey Haynes
Linda Long-Bellil
Karl Ottmar

Opposed:
None

The motion passed unanimously.

Motion: To recommend to the full School Committee a budget transfer of \$150,000 from the Salaries and Stipends Appropriation to the Benefits and Insurance Appropriation.
(L. Long-Bellil)
(J. Haynes)

Director Deedy provided an overview of this transfer request. Member Long-Bellil asked for follow-up to a public comment sent to the full School Committee from high school coaches regarding payment of stipends for spring sports. Director Deedy reported stipend payments were made, but at a reduced cost of 10% of the stipend amount.

Roll call vote:

In favor:

Michael Dennis
Maleah Gustafson
Jeffrey Haynes
Linda Long-Bellil
Karl Ottmar

Opposed:
None

The motion passed unanimously.

Motion: To recommend to the full School Committee a budget transfer of \$600,000 from the Transportation Appropriation to the Benefits and Insurance Appropriation.
(J. Haynes)
(K. Ottmar)

Roll call vote:

In favor:

Michael Dennis
Maleah Gustafson
Jeffrey Haynes
Linda Long-Bellil
Karl Ottmar

Opposed:
None

The motion passed unanimously.

Motion: To recommend to the full School Committee a budget transfer of \$250,000 from the Undesignated Fund Balance to Fund Code 30, Project 1002, Line Item WLT452 to cover the Field Turf project.

(J. Haynes)
(K. Ottmar)

Director Deedy explained this motion and the reasoning behind the need for this transfer.

Roll call vote:

In favor:

Michael Dennis
Maleah Gustafson
Jeffrey Haynes
Linda Long-Bellil
Karl Ottmar

Opposed:

None

The motion passed unanimously.

V. Contingency Planning for the FY21 Budget

In advance of this meeting, Superintendent McCall provided members with an updated “tiered reduction” document (attachment 1). Director Deedy projected the document and spoke to the information on the updated draft reduction plan. Superintendent McCall spoke in more detail about the information and how District administration came to the potential reductions. He spoke to the various options and possible savings. Superintendent McCall explained the need to plan to work under a 1/12th budget at least through to December, and possibly beyond.

Subcommittee Chair Dennis referenced Director Deedy’s Attachment C, and Director Deedy confirmed Superintendent McCall 6/4/2020 “tiered document” supersedes the Summary Sheet of Proposed Tiered Cuts included in Director Deedy’s packet.

Member Gustafson voiced her concern about the potential reductions of a large number of paraprofessionals. “Maintenance of effort” requirements, which impacts funding, must be considered and maintained, which Administrator Smith confirmed will be done. Superintendent McCall spoke about paraprofessionals who are not tied to students v 1:1 paraprofessionals who service students.

Member Long-Bellil asked if furloughs have been discussed with the other unions, which Superintendent McCall explained meetings have been/are being scheduled to discuss this possibility. Member Long-Bellil asked Superintendent McCall how reductions in the middle school foreign language program came to be considered, which Superintendent McCall explained. Member Long-Bellil asked about the potential \$200,000 reduction in Special Education tuitions included in Tier 3.

Member Haynes has “three question marks” -

- The unknown about what federal aid will be
- The unknown about what state aid will be
- The unknown about DESE requirements for reopening of schools

He noted that it is likely the FY21 budget proposal will not be supported by the Member Towns. Member Haynes would hope that notifying employees by June 15th of anticipated cuts could be extended until more definitive budget information is known, information from the federal and state governments.

Member Ottmar spoke about the possibility that in the fall there could be two potential scenarios – returning to school with guidelines and requirements and continuation of remote learning, both of which will have budgetary implications. Knowing what the budgetary implications might look like, for either scenario, is important when planning the budget.

Subcommittee Chair Dennis referred to his “three valves,” and spoke to these points 1 and 3. Subcommittee Chair Dennis then spoke about “valve 2,” and asked about the cash flow impact while operating under a 1/12th budget, which will hit in October, per Director Deedy.

Subcommittee Chair Dennis suggested that looking at and reviewing reductions in state revenue in 2008-2009 as a point of reference might be a worthwhile exercise for District administration to undertake. Director Deedy explained there are three pay periods in October, which will have a cash flow impact. Subcommittee Chair Dennis also spoke of a \$2M payment made in July to Worcester Regional Retirement, explaining that making this payment in July provides the District with a savings, which Director Deedy confirmed. Not paying ahead, and not realizing a savings, can be looked at to help with any cash flow issues.

Subcommittee Chair Dennis asked Superintendent McCall to provide an explanation of how implementation of the tiers impacts the District operationally. Superintendent McCall explained Tiers 2, 4, and 5 impact staff, whereas Tiers 1 and 3 are more programs and materials reductions. Superintendent McCall believes the need to reduce will be more in the \$4-\$5M dollar range, rather than in the \$10M range. Subcommittee Chair Dennis asked Superintendent McCall what is the plan for June 12th in relation to notifying teachers by the June 15th deadline about possible reductions. Superintendent McCall explained there is no timeframe associated with reduction in force of PTS (Professional Teacher Status) teachers, as opposed to there being the June 15th deadline to notify non-professional status teachers of possible reductions. Subcommittee Chair Dennis asked Superintendent McCall for a definitive timeline, which Superintendent McCall will provide, and Subcommittee Chair Dennis also asked at what point will District administration be exercising the tiers. Superintendent McCall will provide clear information and timelines.

School Committee Chair Mills spoke about use of E & D, wanting the Committee to be clear about use of these funds. School Committee Mills also asked if all non-professional status teachers need to be “pink slipped” by June 15th, no matter the tier the reduction is included in, which Superintendent McCall confirmed. Superintendent McCall explained it is anticipated other possible cuts would not need to be made until later in the summer, when more information is known about the status of the budget and what federal and state funds the District can expect, and it is also known how schools reopening will play out.

Chair Mills asked the number of middle school students who participate in middle school athletics, saying he would appreciate having this number before the coming School Committee meeting.

Subcommittee Chair Dennis commented that while there is no legal obligation to notify an employee of their position being reduced, it does not seem prudent to wait until close to schools reopening to do so.

Subcommittee Chair Dennis spoke about a missed deadline associated with use of E & D and informing the Member Towns of possible use of these funds giving a 45 day notice, and he is hoping other timelines and options are not missed.

Member Long-Bellil mentioned that in 2008-2009 WREA members agreed to two furlough days, and Member Long-Bellil asked if a two day furlough option is being considered at this time.

Subcommittee Chair Dennis spoke about expenses that will be experienced with the reopening of schools. Budget planning for 2020-2021 reopening of schools and planning for the reopening of schools are two tasks that need to be converged.

VI. Use of Excess & Deficiency

Director Deedy spoke to use of Excess & Deficiency for the FY21 budget.

Motion: To recommend the full School Committee authorize WRSD administration to access \$450,000 of certified "Excess and Deficiency" funds from the Excess and Deficiency Account as a funding source for the WRSD FY21 budget, due to expected cuts in FY21 state education aid from the Commonwealth of Massachusetts due to the COVID-19 crisis.

(K. Ottmar)

(L. Long-Bellil)

Subcommittee Chair Dennis opened the floor to questions and comments.

Subcommittee Chair Dennis asked if the use of E & D is to offset Member Town assessments or to reduce FY21 budget proposal. Superintendent McCall spoke to this motion, explaining the \$450,000, listed in Tier 1, would help save positions. Superintendent McCall has been an advocate of building up E & D the last several years, but in these unprecedented times, use of these funds might be wise. Subcommittee Chair Dennis spoke about the balance in E & D, just under \$1M.

Chair Mills explained that if the full School Committee votes on use of E & D, it will require a 2/3rd vote in favor (15 votes positive votes) in order to pass the use of these funds.

Motion: To postpone indefinitely (=cannot take this up on 6/8)

(L. Long-Bellil)

Some additional discussion took place.

The motion failed due to the lack of a second.

Roll call vote:

In favor:

Jeffrey Haynes
Karl Ottmar

Opposed:

Michael Dennis
Maleah Gustafson

Abstained:

Linda Long-Bellil

The motion failed for lack of a majority.

VII. Discussion on Treasurer's Evaluation and Contract

Due to the unavailability of Treasurer Dunbar to participate in this meeting, this discussion will be postponed until the next meeting.

VIII. Approval of Minutes

Motion: To approved the minutes of the May 20, 2020 Business/Finance Subcommittee meeting.

(J. Haynes
(L. Long-Bellil)

Roll call vote:

In favor:

Michael Dennis
Maleah Gustafson
Jeffrey Haynes
Linda Long-Bellil
Karl Ottmar

Opposed:

None

The minutes were unanimously approved.

IX. Deliverables from May 11, 2020 Business/Finance Meeting

Deferred.

X. Next Meeting

Supeirntenddent McCall and Director Deedy with talk and provide suggested date for a next meeting. Director Deedy commented that consideration of the proposed amendments to the transportation contracts is important and timely. Member Gustafson asked if the subcommittee needs to meet in advance of June 15th.

XI. Adjournment

Motion: To adjourn.

(L. Long-Bellil)

(K. Ottmar)

Roll call vote:

In favor:

Michael Dennis
Maleah Gustafson
Jeffrey Haynes
Linda Long-Bellil
Karl Ottmar

Opposed:

None

The motion passed unanimously.

The meeting adjourned at 9:45 PM.

Respectfully submitted,

Rebecca Petersen
Executive Secretary to the Superintendent

rlp

Attachments:

- Attachment 1 – 6/4/2020 Report to the Business/Finance Subcommittee, from Superintendent McCall



Wachusett Regional School District
Holden, Paxton, Princeton, Rutland, Sterling

TO: Business/Finance Subcommittee
THROUGH: Darryll McCall, Superintendent of Schools
FROM: Daniel Deedy, Director of Business and Finance
RE: Material for June 17, 2020 Meeting
DATE: June 16, 2020



Attached are materials for Wednesday's Virtual Business/Finance Subcommittee Meeting.

I will see you Wednesday evening via Google Hangouts at 7:00 pm.

Thank you.

Attachments

**WACHUSETT REGIONAL SCHOOL DISTRICT
HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING**

Business/Finance Subcommittee

Wednesday, June 17, 2020
7:00 PM

Meeting to be conducted remotely, using Google Meet

Executive Summary

I. Call to Order:

II. Discussion of Treasurer's Evaluation and Contract:

Treasurer Jim Dunbar will be present to discuss his evaluation and contract for FY21. See the attached evaluation completed on June 16, 2020.

III. FY20 Budget Update:

FY20 Revenues

Please see ATTACHMENT A which is a MUNIS revenue budget report dated June 15, 2020 and ATTACHMENT B. Attachment B is the same MUNIS report converted to Excel with revenue budget projections. As reported at the June 4, 2020 meeting, Chapter 70, Regional Transportation Reimbursement, Interest Income and Charter Reimbursement will exceed their benchmarks. Medicaid receipts will fall below the benchmark as a result of the Medicaid issue from FY18. This issue as previously discussed has been corrected. Miscellaneous Revenue also will fall below the benchmark for FY20. This has been corrected for FY21. Overall, FY20 Revenues are projected to fall short of the benchmark by (\$358,951.00).

FY20 Expenses

Please refer to ATTACHMENT C which is a MUNIS reported dated June 15, 2020 and ATTACHMENT D which is the Expense Budget projected expenditures through June 30, 2020.

Salaries and Stipends: The Salaries and Stipends Appropriation is projected to have a balance of \$72,102.

Benefits and Insurance: Journal Entries have been made between School Choice and the General Fund, whereby expenses to School Choice have been reduced and expenses to the General Fund have been increased. With the requested transfer of \$148,000, this Appropriation is estimated to have a balance of \$263.00.

Instructional Support: This Appropriation will have a balance of \$378,138 as of this writing. Purchases will be made from various lines to jump start fall purchases including curriculum (textbooks) that will reduce this balance.

Operations and Maintenance: All oil tanks have been topped off. This costs approximately \$79,711. There are likely to be further adjustments in electricity given the closure which should add to the estimated available budget. Also, funds may be used to purchase PPE materials. As of this writing, this Appropriation is projected to have a balance of \$342,166.

Pupil Services: This Appropriation will have a balance of \$744.00.

Special Education Tuitions: As of June 15, 2020, the projected balance is \$80,595.

Other Operating Costs: There is currently a deficit here of (\$20,364). This will be corrected with a budget transfer.

Transportation: Administration is requesting a transfer of \$150,000 to the Transportation Stabilization account. There may be additional funds available here depending upon the resolution of payment to both the regular education and special education transportation vendors. The projected balance (until further action is taken) is \$26,740.

Debt Service: All payments have been made relative to debt service. This Appropriation will have a balance of \$6,100.00.

The estimated balance in the General Fund as of this writing – June 15, 2020 – is **\$547,898.00** after factoring in the revenue shortfall. This is a fluid number that is subject to change given ongoing review of expenditures over the next two weeks.

IV. FY20 Budget Transfers:

Administration has presented several budget transfers to be brought forward to the full School Committee on June 30, 2020. Administration seeks approval of these transfers.

- Motion: To recommend to the full School Committee a budget transfer of **\$148,000** from the Instructional Support Appropriation to the Benefits and Insurance Appropriation.
- Motion: To recommend to the full School Committee a budget transfer of **\$20,364** from the Operations and Maintenance Appropriation to the Other Operating Costs Appropriation.

V. Request to Transfer Funds into Transportation Stabilization:

Administration seeks to transfer \$150,000 from the Transportation Appropriation into the Transportation Stabilization Account to reduce the costs of transportation to the General Fund in FY21. This money is the result of the FY20 Regional Transportation reimbursement that exceeded the revenue benchmark for FY20.

- Motion: To recommend to the full School Committee a budget transfer of **\$150,000** from the Transportation Appropriation to the Transportation Stabilization Account.

VI. Transportation Settlement Update:

Mr. Ermenwein, president of AA Transportation, has submitted a counter proposal to Administration. In FY21, he is willing to freeze the daily rate for the Home to School bus contract in exchange for the payment of 75% of the daily rate for FY20 from March 16, 2020, to June 12, 2020 as previously negotiated. This would be a savings of \$116,000.00 for FY21. Administration supports this counter proposal from Mr. Ermenwein and asks for the Subcommittee's support. Mr. Deedy will speak about this request Wednesday evening.

VII. Contingency Planning for the FY21 Budget:

Use of Excess & Deficiency: Administration seeks use of \$450,000 in FY19 certified Excess and Deficiency to replace the potential loss of State Aid. Administration is not changing the School Committee approved budget of \$102,115,384.00.

- Motion: To recommend the full School Committee authorize WRSD administration to access \$450,000 of certified "Excess and Deficiency" funds from the Excess and Deficiency Account as a funding source for the WRSD FY21 budget, due to expected cuts in FY21 state education aid from the Commonwealth of Massachusetts due to the COVID-10 crisis.

VIII. Recommendation of School Committee Approval of FY21 Student Activity Funds and Revolving Funds:

A listing of Revolving Funds and Student Activity Funds will be presented for review and approval by the full School Committee on June 30, 2020. Please see ATTACHMENT E. Mr. Deedy will speak to this Wednesday evening.

IX. Approval of Minutes of June 4, 2020 Meeting:

The Minutes of the June 4 Meeting will be reviewed.

X. Next Meeting:

XI. Adjournment:

Narrative Evaluation

James Dunbar, District Treasurer
Wachusett Regional School District
2019-2020

The annual evaluation of the Wachusett Regional School District Treasurer is to be completed in consideration of the District Treasurer's job description, applicable School Committee Policies, the Massachusetts Collectors and Treasurers Association Treasurer's Handbook, the Annual Financial Audit, and goals from the prior year's evaluation.

Area of Responsibility	Rating
1) Manage investments of excess available funds for optimum return for District.	Exceeds Expectations
<p><u>Description of Duties:</u> Mr. Dunbar is very knowledgeable and highly skilled in depository and investment requirements and assumes responsibility for the safeguarding and investing of district funds with six (6) banks and almost fifty (50) bank accounts. Mr. Dunbar works with local Town Treasurers on minor adjustments to the assessment payment schedule when necessary and with the District's Financial Advisor regarding financial investments. Mr. Dunbar is in constant communication with the Business Office regarding dates to release Warrant payments after appropriate signatures have been document. He coordinates disbursements on a timely basis to maximize investment return.</p> <p><u>Review of Current Year:</u> Mr. Dunbar has exceeded expectations in FY20 with investments estimated to exceed the budget benchmark by 400%.</p> <p><u>Goals for Next Year:</u> Continue to review the market for optimal investment opportunities.</p>	
2) Reconcile cashbook to general ledger and report therein.	Meet Expectations
<p><u>Description of Duties:</u> Mr. Dunbar maintains a monthly cashbook of receipts, disbursements and cash balances. He reconciles bank statements and the cash activity reports provided by the Supervisor of Accounts Payable and Payroll.</p> <p><u>Review of Current Year:</u> Mr. Dunbar's activity is timely and accurately and have been critical to the monitoring of cash flow.</p> <p><u>Goals for Next Year:</u> Mr. Dunbar will continue to provide monthly Treasurer's Cashbook reports to Administration particularly as we prepare for a 1/12th budget on July 1, 2020.</p>	
3) Prepare and distribute the assessment letters to the towns.	Meets Expectations
<p><u>Description of Duties:</u> Mr. Dunbar coordinates with the Director of Business and Finance the Assessment letters which are sent each year to the Member Towns. Mr. Dunbar contacts each Town Treasurer to answer any questions about the Assessments if necessary. Mr. Dunbar also insures that payment invoices are sent to each Town 30-days in advance of when payments are due. Mr. Dunbar is incredibly attentive to the District's cash management needs.</p> <p><u>Review of Current Year:</u> Assessment letters were distributed to member towns in a timely manner. As infrequent issues arose regarding payments, Mr. Dunbar responded in a timely manner, always in the affirmative that a payment could be delayed so the town could meet cash flow challenges.</p> <p><u>Goals for Next Year:</u> Oversee the distribution of the letters in a timely manner and to insure accuracy since so much is unknown about the FY21 State Budget. Serve as a resource to Administration as Assessments are likely to change with a reduced FY21 budget looming.</p>	
4) Participate in the annual audit conference with the external auditors; comment on findings in the Management Letter that pertain to Treasury function.	Meets Expectations
<p><u>Description of Duties:</u> Mr. Dunbar meets with the auditors each year to review the Cashbook and all monthly bank statements.</p> <p><u>Review of Current Year:</u> Mr. Dunbar is working with Administration to identify a back-up person for the role of the Treasurer. That person would serve in a similar capacity as Mr. Dunbar currently does.</p>	

Goals for Next Year:

Identify one individual from the member towns who can serve in that capacity.

Area of Responsibility	Rating
5) Review and approve all external financial reports including quarterly cash and payroll returns in conformance with School Committee policy and state and federal law.	Meets Expectations
<p><u>Description of Duties:</u> Mr. Dunbar provides the School Committee with a monthly Treasurer's Report which includes a running balance of all general fund cash accounts. Mr. Dunbar coordinates with payroll to insure employee deductions and matching contributions are forwarded to the IRS via Form 941 each quarter. He works closely with the Supervisor of Accounts Payable and Payroll on the Quarterly Treasurer's Cash Reconciliation and annual DOR report specifically Excess and Deficiency. He coordinates with the Business Office the distribution of W-2's and 1099's. He works closely with the District's Financial Advisor and as needed, provides information to rating service bureaus.</p> <p><u>Review of Current Year:</u> Mr. Dunbar provided assistance once again this year with the submittal of the FY19 Excess and Deficiency Report. As noted earlier, he also made key adjustments in the district's investment strategies which have generated significant financial benefits.</p> <p><u>Goals for Next Year:</u> On-going review of market conditions to identify safe but successful strategies. He will continue to manage cash flow while maximizing investments.</p>	
6) Responsiveness to District Administration and the fostering of working relationship while maintaining independence.	Exceeds Expectations
<p><u>Description of Duties:</u> Mr. Dunbar will be accessible to Business Office staff either in person or via the phone and email.</p> <p><u>Review of Current Year:</u> Mr. Dunbar is incredibly prompt when communicating with Business Office staff. He is thorough in all that he does. He is very accessible and responsive to the Business Office staff whenever they reach out to him.</p> <p><u>Goals for Next Year:</u> Mr. Dunbar will draw upon his invaluable experience to assist and support the district as it prepares to engage in a 1/12th budget for FY21. Cash flow will be critical to the success of the operation early in the fiscal year.</p>	
Overall Evaluation and goals for next year.	Meets Expectations
<p>Mr. Jim Dunbar is a quality, highly skilled, well-respected Treasurer. Mr. Dunbar has been a tremendous asset in working with the Director of Business and Finance and other Business Office staff. His calm but most assuring personality is a welcome relief to the pressures of the office given the financial challenges within the district due to the pandemic.</p> <p>Treasurer's Comments:</p>	

<i>James J. Dunbar</i>	JUNE 16, 2020
District Treasurer	Date
<i>Daniel F. Reed</i>	6/16/20
Director of Business and Finance	Date
Chair of Business/Finance Subcommittee	Date

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Wachusett Regional School District
ATTACHMENT A FY20 REVENUE REPORT 6.15



P 2
glytdbud

FOR 2020 13

	ORIGINAL ESTIM REV	REVISED EST REV	ACTUAL YTD REVENUE	ACTUAL MTD REVENUE	REMAINING REVENUE	PCT COLL
TOTAL GENERAL FUND	0	-97,836,205	-92,109,982.37	.00	-5,726,222.63	94.1%
TOTAL REVENUES	0	-97,836,205	-92,109,982.37	.00	-5,726,222.63	
GRAND TOTAL	0	-97,836,205	-92,109,982.37	.00	-5,726,222.63	94.1%

** END OF REPORT - Generated by Dan Deedy **

ATTACHMENT B
FY20 Revenue Budget Projections

<u>OBJ</u>	<u>ACCOUNT</u>	<u>ACCOUNT DESCRIPTION</u>	<u>ESTIM REV</u> <u>ADJ</u>	<u>REVISED ESTIM</u> <u>REV</u>	<u>REVENUE</u> <u>BUDGET ADJ</u>	<u>ACTUAL YTD</u> <u>REVENUE</u>	<u>REMAINING</u> <u>REVENUE</u>	<u>NOTES</u>
401412	001-00-000-000-0000-0-401412	GF MIN LOCAL CONT - HOLDEN	-19,225,254	-19,225,254	0	-19,225,254	0	
401413	001-00-000-000-0000-0-401413	GF MIN LOCAL CONT - PAXTON	-4,397,455	-4,397,455	0	-4,397,455	0	
401414	001-00-000-000-0000-0-401414	GF MIN LOCAL CONT - PRI	-3,565,466	-3,565,466	0	-3,565,466	0	
401415	001-00-000-000-0000-0-401415	GF MIN LOCAL CONT - RUTLAND	-7,226,608	-7,226,608	0	-7,226,608	0	
401416	001-00-000-000-0000-0-401416	GF MIN LOCAL CONT - STERLING	-8,220,062	-8,220,062	0	-6,165,047	-2,055,015	
401422	001-00-000-000-0000-0-401422	GF OPER - HOLDEN	-7,306,064	-7,306,064	0	-7,306,064	0	
401423	001-00-000-000-0000-0-401423	GF OPER - PAXTON	-1,466,595	-1,466,595	0	-1,466,595	0	
401424	001-00-000-000-0000-0-401424	GF OPER - PRINCETON	-948,577	-948,577	0	-948,577	0	
401425	001-00-000-000-0000-0-401425	GF OPER - RUTLAND	-3,614,910	-3,614,910	0	-3,614,910	0	
401426	001-00-000-000-0000-0-401426	GF OPER - STERLING	-2,377,050	-2,377,050	0	-1,782,788	-594,262	
401432	001-00-000-000-0000-0-401432	GF TRANS ASSESS - HOLDEN	-2,204,518	-2,204,518	0	-2,204,518	0	
401433	001-00-000-000-0000-0-401433	GF TRANS ASSESS - PAXTON	-442,528	-442,528	0	-442,528	0	
401434	001-00-000-000-0000-0-401434	GF TRANS ASSESS - PRINCETON	-286,222	-286,222	0	-286,222	0	
401435	001-00-000-000-0000-0-401435	GF TRANS ASSESS - RUTLAND	-1,090,756	-1,090,756	0	-1,090,756	0	
401436	001-00-000-000-0000-0-401436	GF TRANS ASSESS - STERLING	-717,246	-717,246	0	-537,935	-179,312	
401442	001-00-000-000-0000-0-401442	GF DEBT ASSESS - HOLDEN	-1,089,974	-1,089,974	0	-1,089,974	0	
401443	001-00-000-000-0000-0-401443	GF DEBT ASSESS - PAXTON	-237,436	-237,436	0	-237,436	0	
401444	001-00-000-000-0000-0-401444	GF DEBT ASSESS - PRINCETON	-153,566	-153,566	0	-153,566	0	
401445	001-00-000-000-0000-0-401445	GF DEBT ASSESS - RUTLAND	-587,031	-587,031	0	-587,031	0	
401446	001-00-000-000-0000-0-401446	GF DEBT ASSESS - STERLING	-369,100	-369,100	0	-276,825	-92,275	
401450	001-00-000-000-0000-0-401450	GF CHAP 70 - REG SCHOOL AID	-28,500,615	-28,647,835	147,220	-26,207,070	-2,440,765	
401451	001-00-000-000-0000-0-401451	GF CHAP 71 - REG SCHOOL TRANS	-2,178,143	-2,791,292	613,149	-2,791,292	0	
401452	001-00-000-000-0000-0-401452	GF CHAP 70 - CHARTER REIMBURSE	-33,253	-60,820	27,567	-55,652	-5,168	
401455	001-00-000-000-0000-0-401455	GF - MEDICAID	-1,137,521	-230,889	(906,632)	-230,889	0	
401460	001-00-000-000-0000-0-401460	GF INTEREST	-21,005	-90,000	68,995	-89,526	-474	
401462	001-00-000-000-0000-0-401462	GF REVENUE - MISCELLANEOUS	-439,250	-130,000	(309,250)	-129,999	-1	
Total 001 GENERAL FUND			-97,836,205	-97,477,254	(358,951)	-92,109,982	-5,367,272	
Revenue Total			-97,836,205	-97,477,254	(358,951)	-92,109,982	-5,367,272	
Expense Total			0	96,929,356	906,849	0	0	
				-547,898	547,898			

Created 6.15.20



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Wachusett Regional School District
ATTACHMENT C FY20 BUDGET REPORT 6.15.20

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FOR 2020 13

	ORIGINAL APPROP	REVISED BUDGET	YTD EXPENDED	MTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
1 SALARIES & STIPENDS	62,064,715	61,915,006	54,427,541.23	.00	7,414,765.72	72,699.43	99.9%
2 BENEFITS & INSURANCE	15,054,973	15,854,153	15,717,016.96	.00	137,873.53	-737.16	100.0%
3 INSTRUCTIONAL SUPPORT	3,322,090	3,321,523	2,651,490.04	.00	143,895.08	526,137.50	84.2%
4 OPERATIONS & MAINTENANCE	3,606,166	3,606,166	2,960,691.37	.00	282,944.29	362,530.34	99.9%
5 PUPIL SERVICES	51,241	56,235	54,471.13	.00	1,020.00	744.28	98.7%
6 SPECIAL ED TUITIONS	3,123,545	3,123,545	2,726,832.22	.00	316,117.91	80,594.87	97.4%
7 OTHER OPERATING COSTS	1,196,956	1,196,956	1,038,142.00	.00	179,178.00	-20,364.00	101.7%
8 TRANSPORTATION	6,919,413	6,319,414	4,701,932.87	.00	1,440,740.81	176,740.32	97.2%
9 DEBT SERVICE	2,497,106	2,443,206	2,437,106.26	.00	.00	6,100.00	99.0%
GRAND TOTAL	97,836,205	97,836,205	86,715,224.08	.00	9,916,535.34	1,204,445.58	98.8%

** END OF REPORT - Generated by Dan Deady **

ATTACHMENT D
Expense Budget Projections

<u>ACCOUNT DESCRIPTION</u>	<u>ORIGINAL</u>	<u>REVISED</u>	<u>LESS YTD</u>	<u>LESS</u>	<u>AVAILABLE</u>	<u>LESS PROJ</u>	<u>PROPOSED</u>	<u>PROJECTED</u>	<u>ENDING</u>	<u>NOTES</u>
	<u>APPROP</u>	<u>BUDGET</u>	<u>EXPENDED</u>	<u>ENCUMBRANCE</u>	<u>BUDGET</u>	<u>EXPENSES</u>	<u>6.15</u>	<u>TOTAL SPENT</u>	<u>BALANCE</u>	
1 SALARIES & STIPENDS	62,064,715	61,915,006	(54,427,541)	(7,414,766)	72,699	(597.00)	0	(61,842,904)	\$ 72,102	See Note 1
2 BENEFITS & INSURANCE	15,054,973	15,854,153	(15,717,017)	(137,874)	(737)	(147,000)	148,000	(15,853,890)	\$ 263	See Note 2
3 INSTRUCTIONAL SUPPORT	3,322,090	3,321,523	(2,651,490)	(143,895)	526,138	0	(148,000)	(2,943,385)	\$ 378,138	
4 OPERATIONS & MAINTENANCE	3,606,166	3,606,166	(2,960,691)	(282,944)	362,530	0	(20,364)	(3,264,000)	\$ 342,166	
5 PUPIL SERVICES	51,241	56,235	(54,471)	(1,020)	744	0	0	(55,491)	\$ 744	
6 SPECIAL ED TUITIONS	3,123,545	3,123,545	(2,726,832)	(316,118)	80,595	0	0	(3,042,950)	\$ 80,595	
7 OTHER OPERATING COSTS	1,196,956	1,196,956	(1,038,142)	(179,178)	(20,364)	0	20,364	(1,196,956)	\$ -	
8 TRANSPORTATION	6,919,413	6,319,414	(4,701,933)	(1,440,741)	176,740	(150,000)	0	(6,292,674)	\$ 26,740	See Note 3
9 DEBT SERVICE	2,497,106	2,443,206	(2,437,106)	0	6,100	0	0	(2,437,106)	\$ 6,100	
Expense Total	97,836,205	97,836,205	(86,715,224)	(9,516,535)	1,204,446	(297,597)	0.00	(96,929,356)	\$ 906,849	

\$ 906,849

Note 1

2 stipend payments to be made

Note 2

J/E from School Choice to GF,
300k carry forward from School Choice

Note 3

Transfer to Transportation Stabilization

Created 6.15.20

Attachment E

DISTRICT REVOLVING:

Name of Fund	Legal Citation	Authorized Amount
Adult Education	M.G.L. Ch. 71 Sect. 71E	\$8,000
Applied Arts	M.G.L. Ch. 71 Sect. 71C	\$60,000
Athletics	M.G.L. Ch. 71 Sect. 47	\$440,000
Building Use	M.G.L. Ch. 40, Sect 3, Ch. 71, 71E	\$72,000
Cafeteria	(548 of Acts of 1948) [3]	\$1,680,000
Circuit Breaker	M.G.L. Ch. 71B, C.M.R. 603 Sect.10.07	\$3,100,000
Drivers Education	M.G.L. Ch. 71 Sect. 71C	\$144,000
ECC Tuition	M.G.L. Chapter 71: Sect. 26A.	\$136,000
Extended Day	M.G.L. Ch. 71 Sect. 71F	\$16,000
Gifts & Grants	M.G.L. Ch. 71 Sect. 47	\$172,000
Insurance Reimbursement	M.G.L. Ch. 71 Sect. 47	\$65,600
Kindergarten	M.G.L. Ch. 71 Sect. 71F	\$0
Locker Fees	M.G.L. Ch. 71 Sect. 47	\$20,000
Lost Books Damaged Property	M.G.L. Chapter 44, Section 531/2	\$12,000
Parking Fees	M.G.L. Ch. 71 Sect. 47	\$65,600
Performing Arts	M.G.L. Ch. 71 Sect. 71C	\$24,000
Program Initiatives	M.G.L. Ch. 71 Sect. 71C	\$117,600
School Choice	M.G.L. Ch. 76 Sect. 12B(O)	\$750,000
Summer School	M.G.L. Ch. 71 Sect. 71C	\$12,000

Attachment E

STUDENT ACTIVITY:

Name of Fund	Legal Citation	Authorized Amount
Wachusett Regional High School	M.G.L. Ch. 71, Section 47	\$520,000
Dawson Elementary	M.G.L. Ch. 71, Section 47	\$12,000
Mountview Middle School	M.G.L. Ch. 71, Section 47	\$224,000
Mayo Elementary	M.G.L. Ch. 71, Section 47	\$24,000
Davis Hill Elementary	M.G.L. Ch. 71, Section 47	\$100,000
Paxton Center School	M.G.L. Ch. 71, Section 47	\$100,000
Thomas Prince School	M.G.L. Ch. 71, Section 47	\$100,000
Naquag Elementary	M.G.L. Ch. 71, Section 47	\$24,000
Central Tree Middle School	M.G.L. Ch. 71, Section 47	\$80,000
Glenwood Elementary	M.G.L. Ch. 71, Section 47	\$60,000
Chocksett Middle School	M.G.L. Ch. 71, Section 47	\$60,000
Houghton Elementary	M.G.L. Ch. 71, Section 47	\$12,000
Early Childhood Center	M.G.L. Ch. 71, Section 47	\$12,000

Attachment E

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Applied Arts	M.G.L. Ch. 71 Sect. 71C	\$60,000
Athletics	M.G.L. Ch. 71 Sect. 47	\$440,000
Building Use	M.G.L. Ch. 40, Sect 3, Ch. 71, 71E	\$72,000
Cafeteria	(548 of Acts of 1948) [3]	\$1,680,000
Circuit Breaker	M.G.L. Ch. 71B, C.M.R. 603 Sect.10.07	\$3,100,000
Drivers Education	M.G.L. Ch. 71 Sect. 71C	\$144,000
ECC Tuition	M.G.L. Chapter 71: Sect. 26A.	\$136,000
Extended Day	M.G.L. Ch. 71 Sect. 71F	\$16,000
Gifts & Grants	M.G.L. Ch. 71 Sect. 47	\$172,000
Insurance Reimbursement	M.G.L. Ch. 71 Sect. 47	\$65,600
Kindergarten	M.G.L. Ch. 71 Sect. 71F	\$0
Locker Fees	M.G.L. Ch. 71 Sect. 47	\$20,000
Lost Books Damaged Property	M.G.L. Chapter 44, Section 531/2	\$12,000
Parking Fees	M.G.L. Ch. 71 Sect. 47	\$65,600
Performing Arts	M.G.L. Ch. 71 Sect. 71C	\$24,000
Program Initiatives	M.G.L. Ch. 71 Sect. 71C	\$117,600
School Choice	M.G.L. Ch. 76 Sect. 12B(O)	\$750,000
Summer School	M.G.L. Ch. 71 Sect. 71C	\$12,000

Attachment E

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Central Tree Middle School	M.G.L. Ch. 71, Section 47	\$80,000
Glenwood Elementary	M.G.L. Ch. 71, Section 47	\$60,000
Chocksett Middle School	M.G.L. Ch. 71, Section 47	\$60,000
Houghton Elementary	M.G.L. Ch. 71, Section 47	\$12,000
Early Childhood Center	M.G.L. Ch. 71, Section 47	\$12,000