

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN □ PAXTON □ PRINCETON □ RUTLAND □ STERLING

Minutes

Regular Meeting #1346

Tuesday, June 30, 2020  
7:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

*Wachusett Regional School District Committee*

Megan Weeks, Chair	Linda Long-Bellil
Michael Dennis, Vice-chair	Kenneth Mills
Nicole Amos	Benjamin Mitchel
Krista Bennett	Karl Ottmar
Scott Brown	Deidre Shapiro
Maleah Gustafson	Asima Silva
Sherrie Haber	Christina Smith
Robert Imber	Kelly Williamson
Laura Kirshenbaum	Linda Woodland
Matthew Lavoie	Adam Young

*Committee Members Absent:*

Jeffrey Haynes

*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:*

Kenichi Gomi                      K. Mangus

Chair Weeks called the meeting to order at 7:27 PM. Chair Weeks announced the meeting was streaming live on Holden TV, Channel 194, and is being conducted remotely, via Google Meet.

I.        Public Hearing

Chair Weeks read aloud public comments submitted electronically.

Sterling resident Bridget D'Amelio (attachment 1)

Holden residents Benjamin and Sarah Concannon Smith (attachment 2)

Rutland resident and WRHS graduate Belle McNamara (attachment 3)

WRSDC Member Jeffrey Haynes (attachment 4)

Holden resident Laura Kirshenbaum (as a parent and a member of the community)  
(attachment 5)

II. Chair's Opening Remarks

Chair Weeks stated she is honored to accept the Chair position. Chair Weeks welcomed the new and returning School Committee members, and the two Student Representatives.

III. Student Representatives (K. Gomi, K. Mangus)

Chair Weeks invited the two new Student Representatives to address the Committee. Kenichi Gomi, a soon-to-be junior, addressed the Committee, introducing himself. He also spoke about student life during school closures. Kathryn Mangus introduced herself. She is a soon-to-be senior and she shared a bit of her background.

IV. Superintendent's Report

A. Discussion of Report

Superintendent McCall also welcomed the two Student Representatives. He then spoke about two virtual meetings he has recently participated in with Commissioner Riley and other superintendents. Superintendents are being asked to provide three plans: returning to school as normal, a hybrid model (i.e. week on/week off), and also remote learning, similar to how it was conducted during the spring of 2020. At Superintendent McCall's invitation, Director of SEL Keenan addressed the Committee, providing an overview of the WRSD Reopening Health & Safety Advisory Task Force. Superintendent McCall spoke about tentative plans looking ahead to the coming school year, and he will keep the Committee and the Wachusett community apprised and informed as plans are laid out.

At Superintendent McCall's invitation, Administration of Special Education Smith was ask to speak to the Committee about ESY (Extended School Year). Administrator Smith gave a general overview of services to be provided this summer, the receipt of PPE for the summer programs, and plans moving forward.

Superintendent McCall thanked the WREA for support shown at the four recent Town Meetings, where the FY21 budget was approved by the towns of Holden, Princeton, Rutland, and Sterling.

Chair Weeks noted those recently named Wind Beneath Their Wings recipients, as well as the TPS students who were Massachusetts Foreign Language Association contest winners.

Chair Weeks explained for the new members that during this portion of the meeting, members are given the opportunity to address the Committee. She will begin with Business/Finance Subcommittee Chair and newly elected Vice-chair Dennis the opportunity to begin these comments.

Vice-chair Dennis commended Sheila Dibb of the Rutland Selectboard for her comments made in advance of the recent Rutland Annual Town Meeting. Vice-chair Dennis, speaking as Business/Finance Chair, spoke about the requests of administration for contingency planning timelines and triggers for the coming year. Two other items on this meeting agenda are use of Excess & Deficiency funds and any agreements made or proposed with the District's transportation providers. He noted there are budget transfers on the agenda for full Committee action this evening. Due to some technical difficulty, Chair Weeks asked Vice-chair Dennis to recap his comments, which he did.

Member Young – No comments or questions.

Member Woodland reiterated Vice-chair Dennis' request for timelines and triggers, as well as an update/more information about the staffing plan. She also asked for updated information about recent layoffs and plans for other staffing changes. Member Woodland also asked that District administration present to the Committee programmatic plans and changes, due to funding unknowns.

Superintendent McCall spoke to the requests for timelines and additional staffing information, explaining there are many items that are fluid and strong answers are not yet known. Member Woodland stressed the importance of District administration providing the Committee with plans/timelines/expectations, which Superintendent McCall said would be provided to the Committee in the next week or so.

Member Williamson – no comments or questions

Chair Weeks – deferred

Member Smith commented that just because there is guidance from DESE, there is not a clear cut document for reopening of schools. She voiced her concerns with the possibility of reopening schools without firm guidelines.

Member Silva – No comments or questions

Member Shapiro – No comments or questions

Member Ottmar also spoke about DESE guidance recently shared, and he also spoke about parents sending students to school in advance of a vaccine being developed

and available. He mentioned the possibility of looking at a change in the 2020-2021 school year schedule/calendar. Superintendent McCall did report that the Commissioner has been asked to reconsider the 180 school year requirement.

8:43 PM Member Mitchel left the meeting.

Member Mills spoke about the COVID-related furlough day MOA with the WREA, including two MASC suggested resolutions on the next full Committee agenda, noting the August 18<sup>th</sup> deadline for SOA input, asking if WRSD Reopening Health & Safety Advisory Task Force meetings should be posted and open to the public, and lastly he reported he had received additional comments in the [questions@wrsd.net](mailto:questions@wrsd.net)

Member Long-Bellil asked about virtual school offerings/openings, which Administrator Smith confirmed they are at capacity, after which Member Long-Bellil asked that Superintendent McCall reach out to DESE about expanding this sort of education option.

Member Lavoie asked about the results of the reopening survey that was completed by approximately 6,000 respondents. He voiced his opinion that it is District administration's responsibility to lead the reopening. Member Lavoie spoke about holding District administration accountable and those employees consider not taking salary increases. He also mentioned looking at fundraising.

Member Long-Bellil followed up about possibility of fundraising during these challenging times.

Member Kirshenbaum echoed what Member Smith spoke of about the direction from the state, noting that priorities should be teaching and learning, and not handwashing and how teachers and students will be brought back into the buildings. She had questions about a mechanism on educating parents about what it will look like when schools are reopened, to assure parents that the District has the safety, wellbeing, and educational opportunities for students as its top priorities. Member Kirshenbaum asked for a timeline and a plan for educating the community about reopening schools.

Member Silva asked a clarifying question about the three plans for reopening. Is it one plan for the District or can parents/students select the model they would follow when returning to schools. Superintendent McCall explained the state is promoting returning to school, in-person, if at all possible.

Member Kirshenbaum had a clarifying question/comment about time on learning and how teachers will manage their time teaching.

Member Long-Bellil spoke about the week on/week off option, explaining that the Reopening Health & Safety Advisory Task Force looked at/considered the two days on/day off/two days on sort of model, which Superintendent McCall confirmed is an option that could be considered.

Member Imber supports comments made by members.

Member Haber, a member of the Reopening Health & Safety Advisory Task Force, assured School Committee members that many options are being looked at and the Task Force is well run.

Member Gustafson spoke about information that has been requested since April. She also requested updates about use of funds, now that the budget has been supported by the towns. Member Gustafson expressed disappointment that there was nothing in the recent Superintendent's Report about comments shared by students at the June 8, 2020 School Committee meeting. Lastly, she asked that the Committee be kept posted about staffing issues due to the budget.

Vice-chair Dennis also spoke about the fact that no response/action has been taken to follow up students' public comments at the June 8, 2020 School Committee. He also explained that his requests for timelines is not that he is looking for timelines of decisions and content of those decisions, but rather looking for information and a timeline that would include drop dead dates for scheduling classes, drop dead dates for getting materials in schools for reopening of schools, etc. Lastly, Vice-chair Dennis spoke about the DESE guidelines, which he stated are guidelines only.

Member Brown too spoke about following up on the students comments of June 8<sup>th</sup>. Member Brown suggested the Superintendent keep the Wachusett community updated about the reopening plans, perhaps on a weekly basis.

Member Bennett suggested District administration keep an open mind when it comes to the reopening of schools and looking at all possible options. She stressed the mental health risks that students might encounter when schools open in a less than "normal" fashion.

Member Amos had questions about the three models that districts are asked to develop when looking at the reopening of schools, and what options might parents have.

Member Long-Bellil asked that the Committee be kept informed about possible cuts before reading about it in the newspaper.

Member Lavoie asked that at a future meeting there be a presentation on bullying and racial issues.

B. Recommendations Requiring Action by the School Committee

1. To accept the Annual Evaluation of the Superintendent of Schools  
(L. Long-Bellil)  
(S. Brown)

Chair Weeks read aloud the Evaluation Narrative, penned by former Chair Mills based upon input from 19 of the 20 School Committee members (attachment 6).

9:58 PM Member Gustafson left the table.

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

(M. Lavoie)  
(L. Kirshenbaum)

Roll call vote:

*In favor:*

Megan Weeks  
Michael Dennis  
Nicole Amos  
Krista Bennett  
Scott Brown  
Sherri Haber  
Robert Imber  
Laura Kirshenbaum  
Matthew Lavoie  
Linda Long-Bellil  
Kenneth Mills  
Karl Ottmar  
Deidre Shapiro  
Asima Silva  
Christina Smith  
Kelly Williamson  
Linda Woodland  
Adam Young

*Opposed:*

None

The motion was unanimously approved.

10:00 PM Member Gustafson returned to the table.

Chair Weeks opened the floor up to comments about the Superintendent's evaluation. Vice-chair Dennis spoke about the Evaluation Narrative read by Chair Weeks, comparing the 2019-2020 evaluation to previous evaluations of the Superintendent. Vice-chair Dennis encouraged members to review all members' input, which are available in a Google folder which has been shared with the membership. Vice-chair Dennis requested/suggested the establishment of an ad hoc subcommittee to address District-wide indicators and success. Vice-chair Dennis also asked for more Committee involvement about how student success factors are being addressed and met.

Member Lavoie appreciated the feedback from Vice-chair Dennis. Member Lavoie suggested that when the Superintendent's 2020-2021 goals are established there be a portion of the Superintendent Reports titled *Evidence towards Goals*, to give the Superintendent the opportunity to provide evidence on an ongoing basis.

Roll call vote on main motion:

*In favor:*

Megan Weeks  
Michael Dennis  
Scott Brown  
Maleah Gustafson  
Sherri Haber  
Robert Imber  
Laura Kirshenbaum  
Matthew Lavoie  
Linda Long-Bellil  
Kenneth Mills  
Karl Ottmar  
Asima Silva  
Christina Smith  
Linda Woodland  
Adam Young

*Opposed:*

None

*Abstained:*

Nicole Amos  
Krista Bennett  
Deidre Shapiro  
Kelly Williamson

The motion was approved 15-0-4.

Due to the time, 10:04 PM, Chair Wells asked if the Superintendent would want to alter the agenda to address actions needing timely action. Per Director Deedy, AA Transportation has not signed the amended agreement proposal. If there is a successful agreement, the \$1.4M encumbered can be paid on the last FY20 warrant in July.

2. 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.

(S. Brown)

(A. Young)

Vice-chair Dennis spoke, briefly, to the motion, and he asked District administration if Member Towns would need to be notified of this action. Director Deedy explained the towns would be informed the use of \$450,000 would reduce Chapter 70 funding. Vice-chair Dennis continued review of use of Excess & Deficiency. Member Mills explained that this date, June 30<sup>th</sup>, is the final opportunity to vote use of E&D before it is certified.

Motion: To amend the motion on the floor to authorize use of no more than \$275,000 of certified "Excess and Deficiency" funds.

(L. Long-Bellil)

(M. Gustafson)

Discussion on the amendment to the motion ensued. Superintendent McCall confirmed authorization of the lower amount of E&D available to use to \$275,000 could be acceptable. Director Deedy confirmed the current balance in E&D is \$963,000.

Some additional discussion took place.

Roll call vote on amendment:

*In favor:*

Michael Dennis  
Krista Bennett  
Scott Brown  
Maleah Gustafson  
Sherri Haber  
Robert Imber  
Linda Long-Bellil  
Kenneth Mills  
Asima Silva  
Christina Smith  
Kelly Williamson  
Linda Woodland  
Adam Young

*Opposed:*

Matthew Lavoie  
Karl Ottmar

*Abstained:*

Megan Weeks  
Nicole Amos  
Laura Kirshenbaum  
Deidre Shapiro

The motion was approved 13-2-4.

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

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

Roll call vote:

*In favor:*

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

*Opposed:*

None

*Abstained:*

Deidre Shapiro

The motion was approved 18-0-1.

In advance of the amended motion, additional questions were asked and answered.

The motion, as amended, was read aloud: To authorize the use of \$275,000 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.

Roll call vote on main motion as amended:

*In favor:*

Scott Brown  
Maleah Gustafson  
Sherri Haber  
Robert Imber

Kenneth Mills  
Kelly Williamson  
Adam Young

*Opposed:*

Michael Dennis  
Laura Kirshenbaum  
Matthew Lavoie  
Karl Ottmar  
Asima Silva  
Christina Smith  
Linda Woodland

*Abstained:*

Megan Weeks  
Nicole Amos  
Krista Bennett  
Linda Long-Bellil  
Deidre Shapiro

The motion failed 7-7-5.

3. To authorize a budget transfer of \$150,000 from the Transportation Appropriation to the Transportation Stabilization Account  
(A. Young)  
(K. Mills)

At Student Representative Gomi's inquiry, Director Deedy explained the difference between the Transportation Appropriation and the Transportation Stabilization Account.

Roll call vote:

*In favor:*

Michael Dennis  
Scott Brown  
Maleah Gustafson  
Sherri Haber  
Robert Imber  
Laura Kirshenbaum  
Matthew Lavoie  
Linda Long-Bellil  
Kenneth Mills  
Karl Ottmar  
Asima Silva  
Christina Smith  
Kelly Williamson  
Linda Woodland  
Adam Young

*Opposed:*

None

*Abstained:*

Megan Weeks  
Nicole Amos  
Krista Bennett  
Deidre Shapiro

The motion was approved 15-0-4.

4. To authorize the Superintendent of Schools to sign the Memorandum of Agreement Between WRSD and the WREA –*Special Education Extended School Year*

(S. Brown)

(R. Imber)

Superintendent McCall spoke to the motion and explained the MOA with the WREA (attachment 7).

Roll call vote:

*In favor:*

Michael Dennis  
Krista Bennett  
Scott Brown  
Maleah Gustafson  
Sherri Haber  
Robert Imber  
Laura Kirshenbaum  
Matthew Lavoie  
Linda Long-Bellil  
Kenneth Mills  
Karl Ottmar  
Asima Silva  
Christina Smith  
Kelly Williamson  
Linda Woodland  
Adam Young

*Opposed:*

None

*Abstained:*

Megan Weeks  
Nicole Amos  
Deidre Shapiro

The motion was approved 16-0-3.

5. To authorize the Superintendent of Schools to sign the Memorandum of Agreement Between WRSD and the WREA –*Early Retirement Incentive*  
(M. Lavoie)  
(K. Mills)

Superintendent McCall spoke to the motion and explained the intent of this offering (attachment 8). At Member Lavoie's request, Superintendent McCall spoke more deeply about this incentive, and how it compared to an early retirement incentive offered to teachers previously.

Member Dennis asked the number of possible teachers who might consider taking this incentive and what the savings could be. Director Carlson explained the District would not know the savings until it is known how many teachers might take advantage of this incentive. Brief discussion ensued.

Roll call vote:

*In favor:*

Michael Dennis  
Scott Brown  
Maleah Gustafson  
Sherri Haber  
Robert Imber  
Laura Kirshenbaum  
Matthew Lavoie  
Linda Long-Bellil  
Kenneth Mills  
Karl Ottmar  
Asima Silva  
Christina Smith  
Kelly Williamson  
Linda Woodland  
Adam Young

*Opposed:*

None

*Abstained:*

Megan Weeks  
Nicole Amos  
Krista Bennett  
Deidre Shapiro

The motion was approved 15-0-4.

6. To approve the 2020-2021 School Committee Meeting Schedule  
(A. Young)

(K. Mills)

Discussion of the draft meeting calendar began, with the suggestion made that members take the time to review the proposed meeting schedule to determine if there are conflicts that should be considered, and the full Committee would vote on the schedule at the next School Committee meeting, which will be held on July 13, 2020.

Motion: To extend the meeting to 11:30 PM.

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

Roll call vote:

*In favor:*

Megan Weeks  
Michael Dennis  
Nicole Amos  
Krista Bennett  
Scott Brown  
Maleah Gustafson  
Sherri Haber  
Robert Imber  
Laura Kirshenbaum  
Linda Long-Bellil  
Kenneth Mills  
Karl Ottmar  
Deidre Shapiro  
Asima Silva  
Christina Smith  
Kelly Williamson  
Linda Woodland  
Adam Young

*Opposed:*

Matthew Lavoie

The motion was approved 18-1.

Chair Weeks encouraged members to complete their subcommittee and School Council preference sheets as soon as possible in order for new assignments to be made.

7. 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%.

Deferred

8. 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 prorated with a payment to the vendor of 75% of total invoice, with the District realizing a savings of 25%.

Deferred

9. To authorize a budget transfer of \$148,000 from the Instructional Support Appropriation to the Benefits and Insurance Appropriation.

Deferred

10. To authorize a budget transfer of \$20,364 from the Operations and Maintenance Appropriation to the Other Operating Costs Appropriation.

Deferred

11. 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.

Deferred

12. 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.

Deferred

V. Unfinished Business

There was no unfinished business brought before the School Committee.

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

Deferred

- C. Approval of #1344 Regular Meeting Minutes of the Wachusett Regional School District Committee held on May 26, 2020

Deferred

- D. Approval of #1345 Regular Meeting Minutes of the Wachusett Regional School District Committee held on June 8, 2020

Deferred

VII. Treasurer's Report/Financial Statements

Deferred

VIII. Committee Reports

A. Management Subcommittee

Deferred

B. Education Subcommittee

Deferred

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

Deferred

D. Legal Affairs Subcommittee

Deferred

E. Superintendent Goals and Evaluation Subcommittee

Deferred

F. Facilities and Security Subcommittee

Deferred

G. Audit Advisory Board

Deferred

H. Ad Hoc Subcommittees

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

Deferred

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, Early Childhood Center, Special Education Parents Advisory Council (SEPAC)

Deferred

IX. Public Hearing

Stacey Carroll, Holden resident (attachment 9)

Leslie Mason (attachment 10)

Jordan D'Amelio, Chocksett Middle School student (attachment 11)

Amy Michalowski, Holden resident (attachment 12)

Lynn Hanley, Holden resident (attachment 13)

X. New Business

Member Smith formally requested the following items be addressed at the next School Committee meeting: timeline with milestones for reopening plan; information about progress of the Reopening Health & Safe Advisory Task Force (a general overview at the School Committee meeting, but requesting details of what the Task Force has done), an update on the \$25M available from DESE for remote technology, and an update and progress report on the remote learning plan. Member Gustafson requested an update on Extended School Year (ESY) at the next School Committee meeting.

X. Adjournment

Motion: To adjourn.

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

Roll call vote:

*In favor:*

Megan Weeks  
Michael Dennis  
Nicole Amos  
Krista Bennett  
Scott Brown  
Maleah Gustafson  
Sherri Haber  
Robert Imber  
Laura Kirshenbaum  
Matthew Lavoie  
Linda Long-Bellil  
Kenneth Mills  
Karl Ottmar  
Deidre Shapiro  
Asima Silva  
Christina Smith  
Kelly Williamson  
Linda Woodland  
Adam Young

*Opposed:*

None

The motion was unanimously approved.

The meeting adjourned at 11:14 PM.

Respectfully submitted,

Darryll McCall, Ed.D.  
Superintendent of Schools

DM:rlp

**Attachments:**

- Attachment 1 – Public comment Bridget D’Amelio
- Attachment 2 – Public comment Benjamin and Sarah Concannon Smith
- Attachment 3 – Public comment Belle McNamara
- Attachment 4 – Public comment Jeffrey Haynes
- Attachment 5 – Public comment Laura Kirshenbaum
- Attachment 6 – Superintendent’s Evaluation Narrative
- Attachment 7 – Draft MOA COVID-19 Closure/Extended School Year (ESY)
- Attachment 8 – Draft MOA Provisions for an Early Retirement Incentive
- Attachment 9 – Public comment Stacey Carroll
- Attachment 10 – Public comment Leslie Mason
- Attachment 11 – Public Comment Jordan D’Amelio

- Attachment 12 – Public comment Amy Michalowski
- Attachment 13 – Public comment Lynn Hanley



Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Question regarding Tier 2 budget cuts

1 message

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**Kenneth Mills** <Kenneth\_Mills@wrsd.net>

Mon, Jun 29, 2020 at 11:55 PM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

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

From: **Bridget DAmelio** <dameliobridget@yahoo.com>

Date: Mon, Jun 29, 2020 at 5:06 PM

Subject: Question regarding Tier 2 budget cuts

To: <questions@wrsd.net>, <darryll\_mccall@wrsd.net>

> Hello,

> I hope you are enjoying your summer so far. I know that you are fielding a lot of questions regarding school budget but I wanted to ask one.

> My question is, what was the rationale to include middle school sports in the tier 2 cuts?

>

> As I understand middle school sports - our fees cover transportation and ref fees. The approximate \$62,000 that is in tier 2 is paying for the coaches' salaries.

>

> To me, it doesn't make sense to cut an entire program of 3 seasons with up to 2-3 sports programs each season for 5 schools. \$62,000 seems like such a small expense for programs that touch so many kids.

>

> This one particular cut hits close to home as my daughter is entering 8th grade and is so looking forward to participating in her last year of her school sports.

>

> I also feel that this decision is not taking into account the mental and physical health of the kids from our 5 schools especially after they have lost so much over the past few months.

>

> I understand that ideally we would have no budget cuts and that these decisions are very challenging. I have also reached out to state reps requesting for funding for our school district. Thank you in advance for any guidance.

>

> Take care,

> Bridget D'Amelio 20 Holden Rd Sterling MA

--

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 2

Dear Chair Mills and Members of the School Committee,

We are writing to express our concern and displeasure about the proposal to pay AA Transportation 75% of the money the district would have paid for bus services during the shutdown period.

To start, the practice of paying for services not received only recently became legal under An Act Relative to Municipal Governance During the COVID-19 Emergency, signed by the Governor on June 5th. This speaks volumes about whether or not such actions are in the public interest.

To be clear, spending taxpayer money for nothing in return is not in the public interest. But these are unprecedented times, and thus it is understandable that the Governor would sign such legislation to support vendors such as transportation companies who are at risk of becoming financially insolvent. However this does not excuse the School Committee from its responsibility to perform financial due diligence on behalf of the taxpayers and to prioritize the education of students.

It is vital that the School Committee and WRSD administration are confident that AA Transportation is indeed at serious risk of financial insolvency before committing tax dollars for services not rendered. Anything less is a dereliction of their fiduciary responsibility to taxpayers and students.

Thus far, the district administration has been unable to demonstrate this financial vulnerability on behalf of AA Transportation because AA has been unwilling to share financial information with the district. If AA is concerned about disclosing private financial information to a public body, an independent financial analysis by a CPA could be conducted and should be a precondition prior to settling on any amount.

We question AA's claim to need 75% in order to stay financially viable because two major costs are not currently being borne by AA. Those are employee wages and fuel costs.

1. AA Transportation has argued that they need the money to protect their employees, but AA bus drivers were laid off and thus they should be receiving unemployment, including any state and federal bonus money.
2. Fuel is a substantial cost for a transportation company, but during the shutdown period the company was not using any fuel.

District administrators and some on the School Committee seem fearful that AA Transportation will refuse to provide bus services next year if we do not meet the demands of the company. This is understandable, but should not drive hasty decisions without any transparency or evidence of need from the vendor. We are in a multi-year contract with this company. Surely that contract has protections in place for the district and avenues of financial and legal recourse for breach of contract?

Some members seem concerned that AA will act with retribution and drop WRSD as a client next year. One School Committee member described the district as "backed into a corner." The business director stated that if

we don't agree to 75%, Mr. Ernenwein told him "he would have to do what he has to do." Is this the behavior of a quote unquote "community partner?" No. This sounds like a threat.

Further, this threat would seem to indicate that AA is not in fact in a dire financial situation. A company in desperate need of income does not willingly drop clients.

The truth is that the School Committee does not have the information that it needs to make a sound and responsible decision right now. AA is not being transparent or forthcoming with information to justify its claim of financial need.

Despite the good news from the four towns that have passed the proposed budget, state aid figures remain uncertain. WRSD already laid off 52 teachers and other staff and is planning for additional cuts that would total about 148 teachers and related staff. These cuts include eliminating music for elementary school and world language for middle school. This is a serious loss for students.

How many classes or programs for our students could be funded with the \$1.1 million the Committee is considering sending to the bus company? The School Committee is literally deciding between teachers and paying AA transportation for services not rendered and without documentation substantiating the 75% request.

As parents, this is no contest. Our money should be going to ensuring our kids have access to music class, world language programs, teachers, and counselors who will help them recover and thrive in these challenging times.

We understand that this is not a simple decision. And yet, we are dismayed at the idea of paying \$1.1 million to the bus company while cutting programs for students. We are absolutely appalled at the apparent bullying behavior of the bus company.

We urge the Committee to do the right thing, not the easy thing. Offer a fair payment but do not be cowed by threats.

Thank you for your consideration.

Sarah Concannon Smith  
Benjamin Concannon Smith

Hi everyone, my name is Belle McNamara, I live at 3 William Circle Rutland, and I will be speaking about the importance of arts education funding. I am a 2019 Wachusett Graduate. I spent a year at Rider University studying musical theatre, and am transferring to Northeastern in the fall to study music industry and communications.

I could speak for a while on my personal experience in the arts throughout my schooling, but I wrote a paper this past semester regarding the importance of arts education in schools, and I never dreamed that I would have to be sitting here, asking the Wachusett District to consider its priorities. The paper is nine pages, but I condensed the most important points to read today.

- 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. For me, this was Mrs. Arsenault's music class at Glenwood in first grade. 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. Art speaks truth and makes space for life.
- This is why the arts are so important in our formative years. You cannot cut art programs in elementary schools and expect that there will be students who want to study the arts in high school or beyond because they did not have that integral joyous encounter with art as a child.
- Also, a 2019 study included 10,548 students in grades 3 through 8 in over 42 different schools in Texas. 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, improve writing achievement, and increase students' compassion for others

- 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.

- When kids return to school, they are going to need the arts and inspiration more than ever.

- Also, "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 in the 2019 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.

- By demolishing arts programs in schools, think about the message this sends to students. It shows that you do not value creativity or compassion.

- Finally, I just want to remind everyone who you turned to during this pandemic. You turned to books, television, and music, you turned to artists. I was so fortunate to attend a district with strong arts programs and I believe it shaped me into the person and the learner I am today. If the Wachusett district is struggling with arts education funding, I cannot imagine how other schools in inner city or low income areas are dealing with this, which is why I urge everyone to sign petitions for Congress to pass the HEROES Act and write to our local and state reps,

found on the TEMPO facebook page. For some students, art is all they have and the only place where they fit in. I will always remember looking forward to my art and music classes, and some days, they were the reason I got out of bed and had the motivation to sit through my other classes.



Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: June 30 meeting

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**Kenneth Mills** <Kenneth\_Mills@wrsd.net>

Mon, Jun 29, 2020 at 11:56 PM

To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

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

From: **Jeffrey Haynes** <jeffrey\_haynes@wrsd.net>

Date: Sat, Jun 27, 2020 at 10:40 AM

Subject: June 30 meeting

To: <questions@wrsd.net>

Hello everyone,

I am truly sorry I can not attend tonight's meeting. I am especially disappointed that I am missing my neighbor Belle McNamara's thoughtful and eloquent report. I both appreciate and agree with the points she has raised.

In particular, I am drawn to a line in her report that underscores the value of different voices and different ideas. This resonates with me because, after hearing the powerful comments from both students and committee members at our last meeting, I feel it is essential that we form a standing committee on diversity. That need has been made painfully clear, and we have a moral, educational and societal duty to respond.

Thank you, and see you next time.

Jeff Haynes

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Kenneth Mills

Chair,

Wachusett Regional School District Committee

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Rebecca Petersen &lt;rebecca\_petersen@wrsd.net&gt;

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## Statement

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Laura Kirshenbaum &lt;laura\_kirshenbaum@wrsd.net&gt;

Tue, Jun 30, 2020 at 8:02 PM

To: Rebecca Petersen &lt;rebecca\_petersen@wrsd.net&gt;

Laura Kirshenbaum:

41 Britney Dr.

Holden, MA

As we know, Heidi Lahey is stepping down from her position as the Teacher's Union President. When I was fairly new to Holden and a new and concerned parent of elementary school aged children, I sought information about the Wachusett school district and clarity on some of the challenges I thought I was seeing in the schools. I had lots of questions. Then I met Heidi, who was serving as union president and was collaborating with the citizen group, *I am Wachusett* to help address the funding concerns both locally and with the Commonwealth. To say the least, Heidi was a wealth of information to me regarding those concerns. She helped me to understand how a regional school district is resourced versus how a town or city school is resourced.

Heidi is one of those educators who relentlessly advocates for the student she teaches as well as all the students of the district. To name one specific accomplishment, Heidi was instrumental in the development and distribution of the Support Wachusett Schools campaign, which since its inception has successfully encouraged all five towns to pass the proposed budget and which I predict will be successful again this year as 4 of 5 towns have already passed to date. Second, Heidi has tirelessly worked with the MTA to shed light on Massachusetts chronic underfunding of public schools and specifically the deficient transportation reimbursement for regional school districts. Heidi has taken her job as union president and teacher to all new heights. She is unwavering in her advocacy of our students and the resources needed to support them (even if that means giving a reality check to this board once in a while). Thank you Heidi, your clarity, truth telling and tireless efforts to make our public school better will be missed.

Thank you,

Laura

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June 30, 2020

To: Darryll McCall, Ed.D., Superintendent of Schools  
From: Kenneth Mills, Wachusett Regional School District Committee, former chair  
RE: Superintendent's Evaluation Narrative

This memo serves to summarize the ratings and comments provided by 19 of the 20 members of the Wachusett Regional School District Committee (WRSDC) for your 2020 End-of-Cycle Summative Evaluation Report. Please note that while this document summarizes the responses, it does not reflect every comment; all of these observations bring value and I strongly urge you to carefully read each individual evaluation.

#### Standard I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

**Exemplary: 1, Proficient: 7, Needs Improvement: 10, Blank:1**

##### I-B Instruction

Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

**Proficient: 9, Needs Improvement: 10**

##### I-C Assessment

Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

**Proficient: 10, Needs Improvement: 9**

##### I-E Data-Informed Decision Making

Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

**Exemplary: 2, Proficient: 10, Needs Improvement: 7**

Members noted that overall there was not sufficient evidence to support many of the indicators provided.

The superintendent was commended for frequent and regular communication, with feedback to principals and their buildings, as well as his work with his professional learning team to make data-informed decisions for the district. During the COVID-19 epidemic, he worked diligently with district, local, and state officials to ensure transparency and solid decision making. Overall his efforts during the pandemic were lauded. He was commended for beginning book groups and discussions about homework with the principals.

The superintendent was asked to provide further evidence regarding teaching and learning and practices that promote inclusive teaching. He was asked to provide further evidence of his efforts to monitor and develop a variety of formal and informal assessment methods. Regarding data-driven decision making, data compilation was noted as a positive, but analysis of the data takes a while, and plans to address areas in need of improvement are slow to be developed and implemented. Furthermore, response to survey data and resources collected on remote learning were noted as evidence of a lack of agility in the organization.

The superintendent must work to close gaps that still exist between different schools at the same grade level in the district. There isn't sufficient evidence provided that personalized learning is being implemented consistently across all schools. Evidence should be provided that demonstrates efforts to challenge the more advanced students as well as moving students in the middle to their full potential.

The committee understands that the pandemic interrupted the work on the homework reading, but wants a deeper sense of how the vision was developed and the substance of the principals' responses. Moreover the committee appreciated the evidence provided regarding the PLT meetings, direct reports, and curriculum work he has done, but the evidence provided does not give us ample insight into impact of his leadership. In that sense, there is little evidence that reflective practices include an assessment of student learning, engagement, and growth that led to adjustments in instructional practice.

## Standard II: Management and Operations

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

**Proficient: 14, Needs Improvement: 4, Unsatisfactory: 1**

### II-A Environment

Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.

**Proficient: 9, Needs Improvement: 10**

### II-D Law, Ethics, and Policies

Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

**Exemplary: 1, Proficient: 16, Needs Improvement: 1, Unsatisfactory: 1**

Members noted that the superintendent respects all stakeholders and receives feedback with respect. Some members praised the handling of the COVID crisis, in particular with limited state-level leadership. Some praised his handling of distributing food to kids in need, despite a concern about the low usage rate of the service. Another noted his proactive handling of the EEE threat. There were positive remarks about having the best interests of the community at heart during bargaining, and positive comments about his handling of the district as a system and his sense of morality, ethics, and judgement.

Concerns were expressed by members about the pace of change and action with respect to implicit bias and attention to racial issues in the district, including a lack of follow up to student and alumni comments at the June meeting. Administrative attention needs to be paid to diversity in staff at the teaching and administrative level. Members expressed concerns about the actualization of the superintendent's plans in schools about social/emotional learning and bullying, and a desire for more direction to principals that his vision be implemented consistently.

Concerns were expressed about communication to families about the transition to remote learning and the pedagogical principles behind it, and a perceived lack of follow up surveys. The issue with Medicaid reimbursement was noted as a negative, as well as the information flow and transparency. Members wished for more timely and clear communication about financial

planning and contingency planning for reopening, ahead of DESE guidance, with the superintendent taking a strong role in this planning.

### Standard III: Family and Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

**Proficient: 11, Needs Improvement: 8**

#### III-A Engagement

Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.

**Exemplary: 1, Proficient: 11, Needs Improvement: 7**

#### III-B Sharing Responsibility

Continuously collaborates with families to support student learning and development both at home and at school.

**Proficient: 11, Needs Improvement: 7, Unsatisfactory: 1**

#### III-C Communication

Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

**Exemplary: 1, Proficient: 9, Needs Improvement: 8, Unsatisfactory: 1**

#### III-D Family Concerns

Addresses family and community concerns in an equitable, effective, and efficient manner.

**Proficient: 11, Needs Improvement: 8**

There were two themes that emerged from school committee feedback related to this standard. First, the superintendent continues to maintain strong relationships with town boards, police, and fire departments and he has made some progress in communicating with district stakeholders. Second, there were notable references to his increased outreach to families using surveys during the past few months, though the sentiment was shared that surveys, while an improvement, do not represent regular, two-way communication with stakeholders. The superintendent was encouraged to be a more visible presence throughout the district either in-person or via electronic communication.

Many members acknowledged that the crisis caused by COVID-19 winter presented a challenge beyond the scope of what anyone could have imagined. The superintendent again was praised for prioritizing delivery of food to our families in need and for distributing Chromebooks to families without adequate access.

Areas of concern were focused in three areas: engagement with community organizations and businesses, frequency and clarity of communication, and cultural sensitivity. The superintendent was encouraged to look beyond relationships with town boards, police, and fire, and build relationships within our community to support innovative programming or fund initiatives for our students.

As was noted, several reviewers praised the increase in frequency of communication, but encouraged improvement in mode of engagement and clarity of communications. One member noted that communication seems reactive or obligatory rather than proactive and seeking collaboration and partnership for change. A different member shared a number of suggestions, including increasing the district's social media presence, sending video messages, or hosting Q&A's to provide teachers/staff and the community an opportunity to dialogue with the superintendent. Related to the quality and transparency of communication, some members expressed concern that communications were slower than desired or missed the mark. An example provided by one member noted that none of the messages shared during the pandemic outlined the process and timeline for establishing the remote learning plan, which created a vacuum of information and left parents wondering what education for their children would look like for a period of time.

It was also noted that recent testimony from students during the June 8 school committee meeting made apparent a need for greater focus on cultural diversity and inclusivity across the district. It is unclear whether district communications are translated into multiple languages. Multiple students expressed their disappointment that a statement on diversity from the district was not shared in a timely manner and did not address students directly. There was a concern expressed that the social and emotional well-being of our minority students has been overlooked and that the opportunity to help students process recent events and know where Wachusett stands has been missed.

#### Standard IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

**Proficient: 10, Needs Improvement 9**

**IV-A Commitment to High Standards**

Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including: (1) Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making. (2) Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.

**Exemplary: 2, Proficient: 13, Needs Improvement 4**

**IV-B Cultural Proficiency**

Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

**Proficient: 6, Needs Improvement 11, Unsatisfactory: 2**

**IV-D Continuous Learning**

Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.

**Proficient: 13, Needs Improvement 6**

**IV-E Shared Vision**

Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors.

**Exemplary: 1, Proficient: 8, Needs Improvement 10**

Under this standard members noted that the superintendent has good relationships with principals and generally praised his desire to provide training via book readings and PLTs. Members note that he appears committed conceptually to change and has implemented plans for district improvement that he has advocated for with all stakeholders.

At the same time, members note that implementation of plans is lacking and/or slow, either because of budget concerns or because of the need for more boldness of leadership. The

remote learning plan seemed slow to roll out, which could reflect on the standards for excellence that is expected from the top or the need for more resources. Some members noted that requested data were slow to be delivered and that the superintendent has not made progress in setting district indicators for excellence. Many members made comments under this standard about the need for much more action in cultural competency and for more diversity in staff and administration. Overall in this standard members wanted more emphasis on the results of plans and not just that they were done, and more feedback on effectiveness of leadership. Some communication issues were noted with the community, as some in the community note that there isn't consultation even when representative committees are formed, and some community groups note a lack of receptiveness from the district about collaborations.

### Progress Toward 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.

**Significant Progress: 8, Some Progress: 10, Did Not Meet: 1**

#### 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.

**Significant Progress: 5, Some Progress: 10, Did Not Meet: 4**

#### District Improvement Goal 1

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

**Met: 1, Significant Progress: 8, Some Progress: 8, Did Not Meet: 2**

#### District Improvement Goal 2

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.

**Met: 7, Significant Progress: 7, Some Progress: 4, Did Not Meet: 1**

The progress toward the goals was clearly affected by the COVID-19 crisis in early March. At the same time, the lack of “met” ratings is of concern.

The committee wants to see more progress toward the homework philosophy, including results, and interpretation of results, from the feedback from staff and parents. The vision is a start, but more depth and feedback is needed to guide district policy and individual teacher decisions around administration of homework.

Much more progress needs to be made in terms of bias and anti-racism. Despite the COVID interruption this needs to be much more of a priority.

The draft staffing plan was shared with the committee, although it now needs to be revised. The committee wishes for more information about how the superintendent’s principles were used to make choices about reductions, including impact on student learning and programs. The school committee continues to wish for more information about why students leave our schools and opportunities for innovative programming to create in-district magnet schools such as the STEAM program at Thomas Prince.

The bullying plan has yet to be shared with the committee. Community stakeholders were involved, research was well-considered, and the resulting plan appears reasonable, but it is difficult to evaluate without a formal presentation to the committee. A future goal could be linked to the implementation of the plan, with attention to the consistency of its implementation and on stakeholder feedback to ensure that bullying is reported.

## Overall Rating

Overall Summative Rating

**Proficient: 11, Needs Improvement: 7, Unsatisfactory: 1**

Impact on Student Learning

**High: 3, Moderate: 11, Low: 4, Blank: 1**

Members noted that the size of the district and committee make it challenging for the superintendent to be responsive to all issues. Another notes the relationships he has

established with the towns and unions, and many note his calm and steady tone and his caring demeanor for faculty and staff.

There is concern that progress and positive change is slow, and such change needs clear vision and more vigorous implementation starting from the top. If the administration is too stretched to do its job, it needs to articulate this to the committee and add it to the staffing plan.

Cultural diversity and anti-racism needs to be a very high priority next year.

Remote learning needs to be better assessed and learning objectives more clearly articulated and shared with students, staff, and families. Overall communication with families could be improved in ways that facilitate two way communication. The committee did acknowledge the hard work required to meet this crisis and implement remote learning plans on the fly.

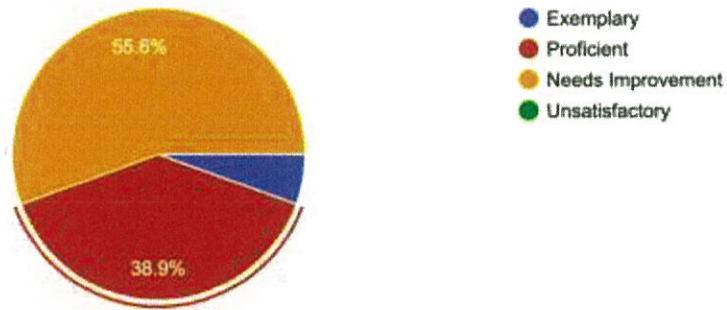
The lack of evidence presented for some indicators, and lack of evidence of impact of activities, may have influenced the overall evaluation in a negative way. We hope that activities and the evidence in support of those activities will result in higher ratings in the *Instructional Leadership* standard next year. We note the high rating in the *Law, Ethics, and Policies* indicator. Under standard four, we note the high ratings under *Commitment to High Standards*, which seems consistent with our view of the superintendent's character. In the same standard, there are lower scores for *Shared Vision*. We encourage the superintendent to work on making certain that his vision is executed throughout the district.

Overall, the ranking was 11 *proficient*, 7 *needs improvement*, and 1 *unsatisfactory*. This is a decrease in percentages of a proficient ranking from the past two years, with 11 *proficient* and 5 *needs improvement* last year, and 1 *exemplary*, 15 *proficient*, and 4 *needs improvement* two years ago. The impact on student learning was also higher last year, with 5 *high*, 9 *moderate*, and 1 *low* last year, to 3 *high*, 11 *moderate*, 4 *low*, and 1 blank this year. We encourage the superintendent to consider how to leverage his strengths and use his role as educational leader of the district to ensure that his vision is executed efficiently, consistently, and with clear two-way communication. We also encourage the superintendent and next year's evaluation subcommittee to work together early in the year to develop a more comprehensive evaluation process for next year including meaningful feedback from community stakeholders.

## Standard I: Instructional Leadership

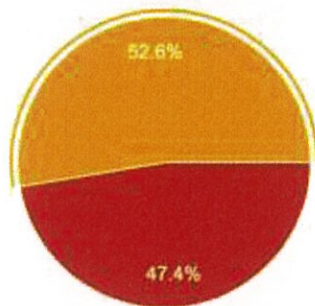
### Overall Rating for Standard I

18 responses



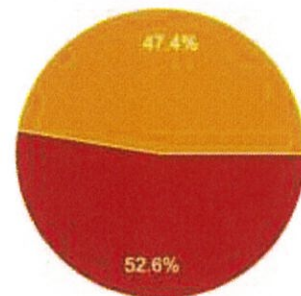
### I-B Instruction

19 responses



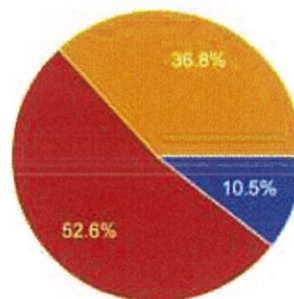
### I-C Assessment

19 responses



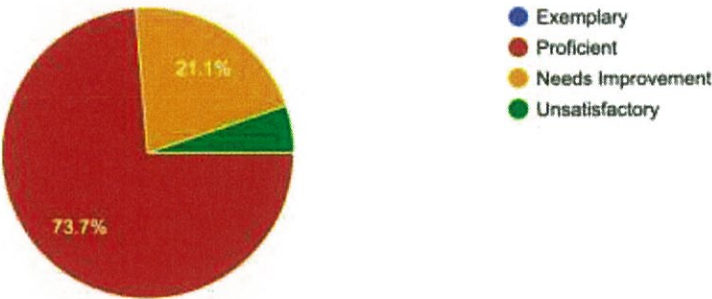
### I-E Data-Informed Decision Making

19 responses

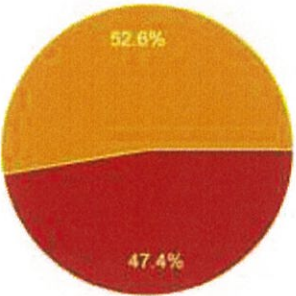


Standard II: Management and Operations

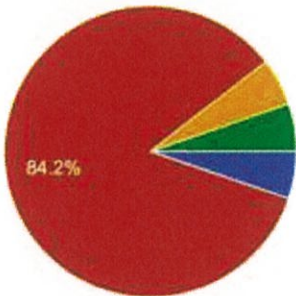
Overall Rating for Standard II  
19 responses



II-A Environment  
19 responses



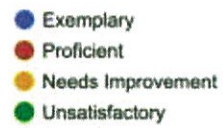
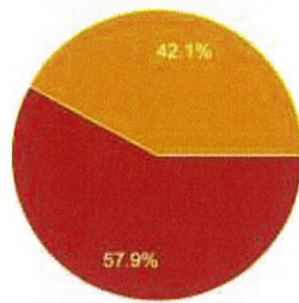
II-D Law, Ethics, and Policies  
19 responses



## Standard III: Family and Community Engagement

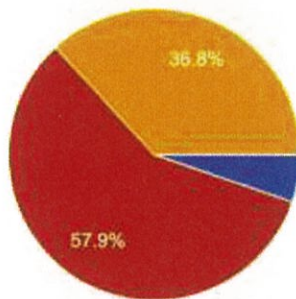
### Overall Rating for Standard III

19 responses



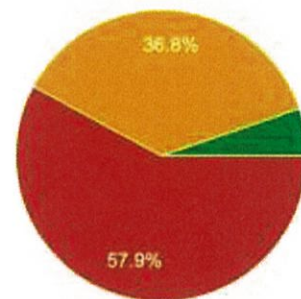
### III-A Engagement

19 responses



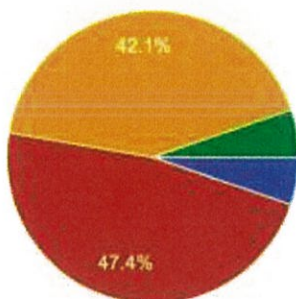
### III-B Sharing Responsibility

19 responses



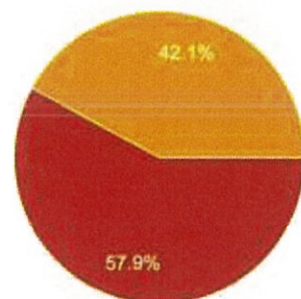
### III-C Communication

19 responses



### III-D Family Concerns

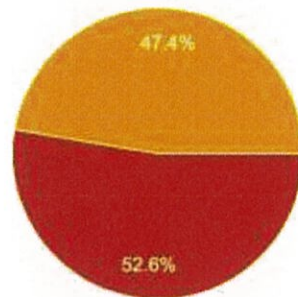
19 responses



## Standard IV: Professional Culture

### Overall Rating for Standard IV

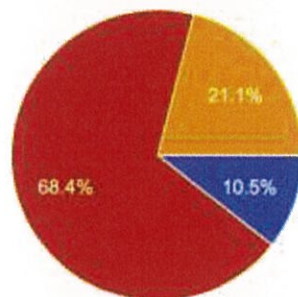
19 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

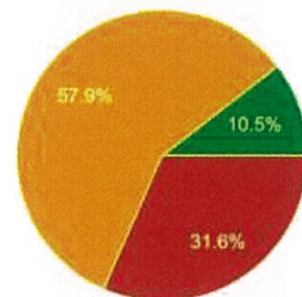
### IV-A Commitment to High Standards

19 responses



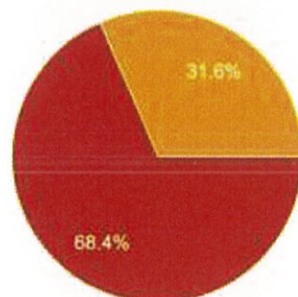
### IV-B Cultural Proficiency

19 responses



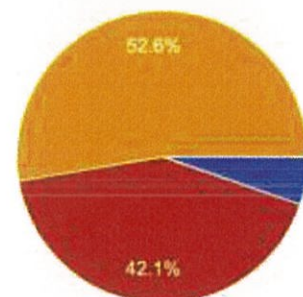
### IV-D Continuous Learning

19 responses



### IV-E Shared Vision

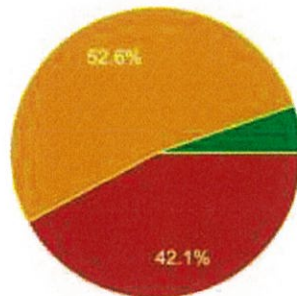
19 responses



## Progress Toward Goals

### Student Learning Goal

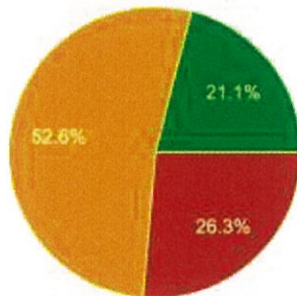
19 responses



- Met
- Significant Progress
- Some Progress
- Did Not Meet

### Professional Practice Goal

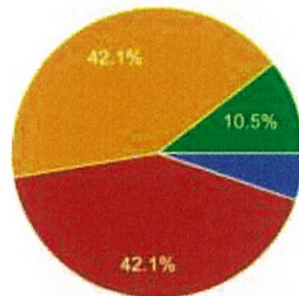
19 responses



- Met
- Significant Progress
- Some Progress
- Did Not Meet

### District Improvement Goal 1

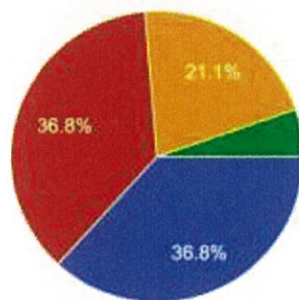
19 responses



- Met
- Significant Progress
- Some Progress
- Did Not Meet

### District Improvement Goal 2

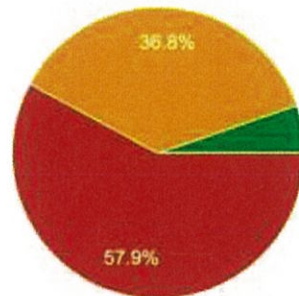
19 responses



- Met
- Significant Progress
- Some Progress
- Did Not Meet

### Overall Summative Rating

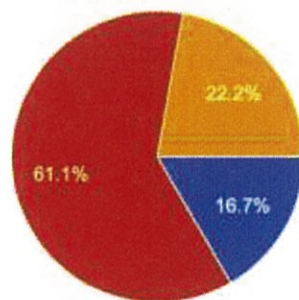
19 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

### Impact on Student Learning

18 responses



- High
- Moderate
- Low

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

**Memorandum of Agreement COVID-19 Closure/Extended School Year (ESY)**

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

WHEREAS, in connection with the public health emergency associated with the COVID-19 outbreak, Massachusetts Governor Charlie Baker has altered school operations for educational purposes, resulting in the closure of all schools in the Wachusett Regional School District,

Therefore, the Wachusett Regional School District and the Wachusett Regional Education Association hereby agree to the following for the period of ESY 2020:

The District and Association agree that it is for the mutual benefits of the community and the members of the Association to take preventative measures to combat infection and mitigate personal risk.

1. The District and the Association mutually agree to encourage members who are showing symptoms of COVID-19, exposed to COVID-19, identify themselves as high-risk as defined by the Centers for Disease Control and Prevention, or are so advised by their medical providers, to remain home and seek medical treatment as necessary. Such encouragement will be sent via email and posted in common areas.
2. For the duration of this agreement, staff will not be required to produce documentation of illness from a medical provider. If a member is feeling ill and unable to perform their duties, they shall inform the assigned ESY administrator via email as soon as possible.
3. Subject to state and federal law, the District will share with the Association non-confidential information in its possession relating to confirmed cases of COVID-19 which occur in a Wachusett Regional School District employee or student.
4. The parties agree to begin ESY remotely. If the required staffing, protective equipment, safety protocols and training cannot be established during the summer, the District will continue to provide ESY remotely. The District and the Association shall continue to meet to come to agreement on the requirements prior to in-person ESY starting in schools or at home. This includes but is not limited to: a determination on which students will attend in-person ESY, training on the appropriate use of PPE, the availability of appropriate PPE for educators and students, protocols for transportation issues that members engage in, protocols for toileting of students that are in need, protocols on appropriate restraint in this environment, the education of students on safety protocols and training on the above items. All trainings and meetings will take place within the educators contracted school day.

**\*ABA Teacher Responsibilities MODIFIED FOR ESY**

- Connect with families and/or students who have elected to participate in remote ESY as needed via email, phone, video chat, etc. as determined by educator in consultation with ABA PA and family, teachers will provide feedback on student work done at home in the form of parent consult via email as appropriate.

## **Memorandum of Agreement COVID-19 Closure/Extended School Year (ESY) (continued)**

- Set clear expectations for students
- Respond to all emails promptly, at least within 24 hours Monday through Thursday.
- Share office hours with students and/or families. Office hours can be used to respond to student questions and to be available to support students.
- Remain accessible to students, parents, caregivers, colleagues and administrators within the contractual workday
- Communicate/collaborate with colleagues as needed
- Communicate/collaborate with administrators as needed
- Create remote learning activities to support skill maintenance and acquisition of IEP Goals and Objectives on an as-needed basis for students on their caseload
- Document services being offered to students who have elected to participate in remote ESY via email regarding modified remote learning activities that address specific goals and objectives from the student's IEP.
- As required, provide home consultation remotely with parents and District-wide BCBA to fulfill parent training as described in individual students service delivery grids
- Provide remote consultation to District paraprofessional staff for teletherapy offered by the District, which may be attended by District administrators such as the District-wide ABA Coordinator or District-wide BCBA.
- Create schedules with input from parents/guardians for students and ABA PA for delivery of services to students
- Create lessons for the ABA PAs to implement with students
- ABA teachers will participate in one lesson per student per week for students in the educators classroom
- Consult with ABA PAs on case management responsibilities for students

### **\*Related Service Provider (OT/PT) Responsibilities MODIFIED FOR ESY**

- Set clear expectations for students
- Respond to all emails promptly, at least within 24 hours during contractual work week
- Remain accessible to students, parents, caregivers, colleagues and administrators within the contractual workday
- Communicate/collaborate with colleagues as needed
- Communicate/collaborate with administrators as needed
- Create remote learning activities to support skill maintenance and acquisition of IEP Goals and Objectives on an as-needed basis for students
- Document services being offered to students who have elected to participate in remote ESY via email regarding modified remote learning activities that address specific goals and objectives from the student's IEP.
- Create schedules with input from parents/guardians for students for delivery of services

Dated this \_\_\_\_\_ day of July 2020.

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

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Mary E. Lampron-Shepherd  
President  
Wachusett Regional Education Association, Inc.

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

**Memorandum of Agreement**

**Provisions for an Early Retirement Incentive**

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The undersigned, Darryll McCall, Ed.D, Superintendent of Schools for the Wachusett Regional School District, hereinafter the "District" and Mary E. Lampron-Shepherd, President, Wachusett Regional Education Association, Inc. hereinafter the "WREA", do hereby agree as follows:

*Professional Teacher Status WREA Members in good standing who have been active in the Massachusetts Teachers Retirement System and/or other retirement system governed by M.G.L Chapter 32 for fifteen (15) years or more and are planning to return to their teaching assignments (and have not already submitted an intent to retire) for the 2020/2021 school year are offered an Early Retirement Incentive of \$15,000, under the following conditions:*

1. *Submittal to the Superintendent of Schools of an irrevocable letter of intent to retire from the Wachusett Regional School District; such letter must be received by the Superintendent's office by noon on July 31, 2020.*
2. *The effective retirement date(s) must be prior to August 31, 2020.*
3. *Payment(s) of the \$15,000 will be paid at the member's option, from September 1, 2020 through June 30, 2021.*
4. *The Superintendent reserves the right to limit the number of retirees eligible to receive the incentive based upon the needs of the District. Members will be notified by August 7, 2020.*
5. *This Agreement is non-precedent setting and expires on August 31, 2020.*

Dated this \_\_\_\_\_ day of July 2020

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

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Mary E. Lampron-Shepherd  
President  
Wachusett Regional Education  
Association, Inc.



Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Face shields

1 message

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**megan\_weeks@wrsd.net** <megan\_weeks@wrsd.net> Wed, Jul 1, 2020 at 12:15 AM  
To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed.  
WRSD School Committee Member  
Princeton

Begin forwarded message:

**From:** Kenneth Mills <Kenneth\_Mills@wrsd.net>  
**Date:** June 30, 2020 at 7:56:44 PM EDT  
**To:** Megan Weeks <megan\_weeks@wrsd.net>  
**Subject:** Fwd: Face shields

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

From: **Carroll, Stacey** <smcarroll88@gmail.com>  
Date: Tue, Jun 30, 2020 at 7:53 PM  
Subject: Face shields  
To: <questions@wrsd.net>

To the school committee:

I would like to encourage consideration by the district to use clear face shields in lieu of masks for faculty and students for in-person education in the fall. Recent research has shown that face shields are equally as effective or more effective than masks. The DESE report mentions the use of reusable face

shields as an option, as well. Masks tend to result in people touching their faces more often to adjust and move the mask. More importantly, though, clear shields allow for full communicative access which is particularly needed for any students with hearing or communicative disabilities. For example, a child with a hearing loss who relies on lip reading cannot communicate with classmates wearing opaque masks and the district could potentially be required under the ADA to provide that student with full time accommodations in the form of a translator or captioning, which would be far more costly than providing face shields. Seeing facial expressions of teachers and classmates is important for best practices in learning—for all students, not just those with disabilities. The WRSD can be in the forefront of universal access by providing face shields for the upcoming year, and potentially save money by reducing the need for costly accommodations in the process. Thank you for considering this option for promoting full access and enhanced learning in the face of this crisis.

Stacey Carroll

Holden MA

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Kenneth Mills

Wachusett Regional School District Committee

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Fall and AAP

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megan\_weeks@wrsd.net <megan\_weeks@wrsd.net>  
To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Wed, Jul 1, 2020 at 12:15 AM

Megan K Weeks, M.Ed.  
WRSD School Committee Member  
Princeton

Begin forwarded message:

**From:** Kenneth Mills <Kenneth\_Mills@wrsd.net>  
**Date:** June 30, 2020 at 8:01:07 PM EDT  
**To:** Megan Weeks <megan\_weeks@wrsd.net>  
**Subject:** Fwd: Fall and AAP

----- Forwarded message -----  
From: **Leslie** <lam22ct@gmail.com>  
Date: Tue, Jun 30, 2020 at 7:58 PM  
Subject: Fall and AAP  
To: <questions@wrsd.net>

Can you comment on how the guidance from the American Academy of Pediatrics and recommendations for full return to school for children plays into the decisions regarding the plans for WRSD?

Leslie Mason

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Kenneth Mills  
Wachusett Regional School District Committee



Rebecca Petersen <rebecca\_petersen@wrsd.net>

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## Fwd: Middle School Sports

1 message

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**megan\_weeks@wrsd.net** <megan\_weeks@wrsd.net> Wed, Jul 1, 2020 at 12:15 AM  
To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed.  
WRSD School Committee Member  
Princeton

Begin forwarded message:

**From:** Kenneth Mills <Kenneth\_Mills@wrsd.net>  
**Date:** June 30, 2020 at 8:21:49 PM EDT  
**To:** Megan Weeks <megan\_weeks@wrsd.net>  
**Subject:** Fwd: Middle School Sports

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

From: **Jordan Jane** <jordandamelio@gmail.com>  
Date: Tue, Jun 30, 2020 at 8:18 PM  
Subject: Middle School Sports  
To: <questions@wrsd.net>, <darryll\_mccall@wrsd.net>  
Cc: <christopher\_labreck@wrsd.net>

Dear School Committee and Superintendent McCall,

My name is Jordan D'Amelio and I am entering eighth grade at Chocksett Middle School. When I heard that school sports could be cut I was devastated. Since I'm going into eighth grade this would be my last year to play middle school sports and I really want to play and prepare myself for high school. Academics aren't the only subjects in school that are invaluable to my classmates and I. School sports help young men and women develop traits like leadership, determination, perseverance, responsibility, and so many more. In sixth grade, I went to states for the long jump and came

home with second place. This was the best day of my life. To me, school sports are more than just a game, they have been the reason for so many good days. The fact that I might not be able to have other days like that crushes me. Being on the soccer team makes me feel accepted for who I am and that I belong. I don't want that feeling to be taken away from me. I feel like that I missed out of 7th grade since track was cancelled this year and I can't imagine feeling like that I missed out on all of eighth grade. I need school sports to keep up my physical, mental, and emotional strength. Without school sports, I wouldn't have become friends with so many kind and encouraging people, including my best friend. I would miss the excitement that pushes me through the school day when I know I have an event after. I would miss seeing my friends and making new ones. Most of all I would miss watching other people and seeing new generations of middle school sports come in the future. So please, don't cut school sports because to me they mean the world.

Sincerely,

Jordan D'Amelio

8th grader, Chocksett Middle School

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Kenneth Mills

Wachusett Regional School District Committee

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

## Fwd: Comment while watching SC meeting

1 message

**megan\_weeks@wrsd.net** <megan\_weeks@wrsd.net> Wed, Jul 1, 2020 at 12:15 AM  
To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed.  
WRSD School Committee Member  
Princeton

Begin forwarded message:

**From:** The Michalowskis <amy.michalowski@gmail.com>  
**Date:** June 30, 2020 at 9:11:20 PM EDT  
**To:** Kenneth Mills <Kenneth\_Mills@wrsd.net>, krista\_bennett@wrsd.net, Scott\_Brown@wrsd.net, michael\_dennis@wrsd.net, maleah\_gustafson@wrsd.net, laura\_kirshenbaum@wrsd.net, linda\_longbellil@wrsd.net, asima\_silva@wrsd.net, Christina\_SmithSC@wrsd.net, adam\_young@wrsd.net  
**Cc:** megan\_weeks@wrsd.net, Darryll McCall <darryll\_mccall@wrsd.net>  
**Subject:** Comment while watching SC meeting

Hello Holden SC members,  
I wanted to thank the members who urged the administration to increase communication and transparency with regard to fall planning. I also wanted to express concern about the committee requesting that DESE increase capacity at the state virtual public schools.

The initial guidance requires that districts communicate with families and "have a remote learning program in place for students who are unable to return to in-person school." There may be a number of reasons a student is not able to return to school, for medical or social-emotional reasons. It is also important to remember that each student enrolled in these schools reduces our student count and we would lose student funding in a model similar to school choice.

Certainly this is no small task, but with some creativity I do believe it is possible to be innovative in staff allocation and realignment of responsibilities to meet the needs of the greatest number of our students with robust online class opportunities that are engaging and full of meaningful interactions with their students.

Amy Michalowski

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Rebecca Petersen <rebecca\_petersen@wrsd.net>

## Fwd: Comments on 6/30 school committee meeting

1 message

**megan\_weeks@wrsd.net** <megan\_weeks@wrsd.net> Wed, Jul 1, 2020 at 12:15 AM  
To: Rebecca Petersen <rebecca\_petersen@wrsd.net>

Megan K Weeks, M.Ed.  
WRSD School Committee Member  
Princeton

Begin forwarded message:

**From:** Lynn Hanley <lynnh1@charter.net>  
**Date:** June 30, 2020 at 9:26:09 PM EDT  
**To:** questions@wrsd.net  
**Subject: Comments on 6/30 school committee meeting**

Good evening and thank you for the opportunity to comment.

I would like to echo the comments of Members Lavoie, Kirshenbaum, and Smith. They each raised very key issues, especially the need for timelines SOONER rather than later.

Related to the comments I would like to point out the following:

1. Hand washing — Mountview, for example, has one restroom for boys and one for girls PER FLOOR. Frequency of hand washing, and who monitors the restrooms are concerns here, as well as balancing that time with time on learning.
2. Decision on what the school year is going to look like: what are parents going to do with an elementary student if the schedule is one week in, one week out of school, or if the school day is 1/2 day?
3. Need to make public the timeline for staffing and schedule awareness:
  - a. The retirement incentive program requires teachers to notify the district

by JULY 31. Will the schedule/plan be public before then, to better inform teachers who are trying to decide whether to retire?

b. Teachers who have been pink slipped are actively looking for jobs. When might they be notified if their position is being reinstated?

c. Teachers in programatic cuts, such as middle school foreign language, elementary music, tier 5 cuts — when might they be informed whether they have jobs or should be looking for other work, if they have not already been pink slipped?

d. Teachers who have been pink slipped - is there an opportunity for them to obtain work through DESE's online school programs?

e. In addition to PD time to learn PPE protocols, teachers are going to need PD and prep time PRIOR to start of school to adjust curriculum due to learning loss from this spring, as well as to plan for online learning if the is part of the schedule.

4. DESES recommends 3 feet versus 6 feet distancing — is the district committed to following that plan, rather than adhering to the CDC guidelines of 6 foot social distancing? Spacing in classrooms is a big concern if we are talking about fitting the same number of students in each class room.

5. Busing - I did not hear any discussion this evening on how to address social distancing on busses. Is the plan to have more busses on each bus run? Who is expected to do the sanitizing between high school, middle school, and elementary school bus routes?

Thank you again for your efforts, and for expressing my comments.

Lynn Hanley  
11 Wyoming Drive  
Holden

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