


Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

August 15, 2019

To: *Wachusett Regional School District Committee*

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

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

SUBJECT: Superintendent's Report

Recent Passings

At the end of July, word was received that two long-time WRSD-connected gentlemen had passed away and I wish to take the opportunity to acknowledge their connection and commitment to the District over decades.

Attorney Leo McCabe of Holden passed away July 25 and Mr. Norman Plourde of Sterling passed away July 26.

Norman's tenure on the WRSDC spanned over 20 years. Norman's first terms as a School Committee representative from the Town of Sterling ran from 1991 to 2000, and he was back on the Committee 2003 - 2013. Norman served as School Committee Chair, served enthusiastically and effectively on subcommittees, particularly the Education Subcommittee, and was one of the District's and our schools strongest supporters.

Attorney McCabe served as District Counsel for over fifteen years. As a long-time Holden resident, practicing from his home office in Holden center, Attorney McCabe supported previous District administrations in many areas, ranging from Town Meeting warrant articles and Lease

Wachusett Regional School District

and Maintenance Agreements with the Member Towns to the high school construction/renovation project, including use of modulars. Attorney McCabe's service to the Wachusett District was valued and appreciated, and his passing mourned.

On behalf of the District and the Committee, I extend sympathy to both the Plourde and the McCabe families.

Posting, Subcommittee Assignments, Committee Meeting Schedule

Attached you will find the updated posting of School Committee, subcommittee, and SEPAC meetings and the updated listing of subcommittee assignments and School Council liaisons (attachments 1 & 2). Also attached is the amended WRSDC meeting calendar, which was approved at the July meeting, moving the regular September meeting from September 9th to September 16, 2019 (attachment 3). Please be reminded that there will be a special meeting of the full Committee on Monday, September 9, 2019, at 7:00 PM in the Media Center at the high school. The lone agenda item for the September 9th meeting will be an executive session in preparation for negotiations with non-union personnel (Darryll McCall, Superintendent of Schools), not to return to public session.

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

Presentations to the School Committee

To showcase and highlight what is going on throughout the District, we are making an effort to start our regular meetings with a presentation by a variety of District staff as well as bringing to the Committee topics that will benefit them in their roles as a member of the WRSDC. At the September 16th regular School Committee meeting, Tracy Novick of MASC will address the Committee and provide an overview of the roles and responsibilities of School Committee members. At future meetings other topics we hope to bring forward include PLTW (Project Lead the Way)/STEAM, review of spring 2019 MCAS results, use of technology in the schools, social-emotional learning, the role of school nurses, the high school accreditation process and status, and more. The problem is, the number of topics of interest far exceeds the number of regular School Committee meetings in a 12 month span!

2019-2020 School Calendar

Attached is the amended school calendar for the coming year, which was approved by the Committee at the July meeting (attachment 4).

Full-Day Kindergarten

It is with great excitement and enthusiasm that I am giving an update on implementation of tuition-free, full-day kindergarten. I wish to again thank the Committee and the residents of the Member Towns for supporting this important program transition, which will greatly benefit our youngest students. With full-day kindergarten being offered throughout the District, I asked

Wachusett Regional School District

principals who have kindergarten classrooms in their schools to share a general overview of what a kindergarten student's day will look like. Of course, each school and all classrooms have unique "personalities" so no two will be exactly alike, but all will offer engaging, stimulating, interesting, lively, and fun-filled days for each and every kindergarten student.

Morning routines include "check-in" with the teachers and/or the classroom paraprofessional, followed by an independent morning activity/working "in centers," which might include fine motor skills, letter, word, or sentence work with dry erase boards or magnets, math or science journals, etc. The morning routine will frequently include RTI (Response to Intervention). A "Literacy Block," which includes several literacy-related components, might be the first part of the day (from starting bell/after "check-in" until late morning). These literacy-related components could include phonics and word work, Fountas and Pinnell as well as Wilson Foundations supplement when needed, guided reading/independent reading and writing, independent listening using iPads, interactive read-aloud and shared reading, etc. Following a morning "Literacy Block," students likely have time for a morning snack and free choice time and play-based centers. Between snack/morning break and lunch time, math could be the next focus for students. Lunch and recess follow, before heading into afternoon activities/lessons, which might include science curriculum, SEL activities, special guests or cross-grade projects, buddy activities, social studies activities, enrichment and extensions of ELA or math concepts. Also coordinated/scheduled into the day will be "specials" (art, music, gym). For certain, the students will be kept busy, focused, and on task, while at the same time learning and enjoying new school routines, socializing and making new friends, and experiencing a level of independence. Kindergarten is a very special year, for both the children and their parents, and we wish the incoming class of 2032 a wonderful start!

The chart below is a general outline of how kindergarten teachers might plan their days.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:20	Arrival /Centers/RTI/Assessments/Guided Reading Groups				
9:20-9:45	Morning Meeting/Calendar (Including SS/S/SEL/ELA & Math Skills) Greeting (social skills), pledge, calendar routine, rhymes, chants, songs, go over daily schedule				
9:45-11:25	ELA Block Fountas & Pinnell				
11:25-12:00	Lunch				
12:00-12:30	Recess				
12:30-1:00	ELA - Fountas and Pinnell / SEL / SS-S				
1:00-1:45	Specials: Gym, Art or Music				
1:45-2:00	Bathroom/Snack				
2:00-3:05	Math				
3:05	Read Aloud/Music/Finish Up/Pack-up				
3:15-3:25	Clean Up, Pack-up, and Dismissal				

Preparing for the Start of the School Year

On Monday, August 26th, returning staff will gather at the high school to be welcomed back for the 2019-2020 school year. I look forward to the opportunity to see many familiar faces and to welcome our new hires, and to wish them a productive and successful school year. The expectation is for teachers and staff to be able to return to their schools by 9:45 that morning, to meet as school communities and to ready their classrooms for the first day of school, Tuesday, August 27th.

We are excited about the latest distribution of Chromebooks to all incoming 9th grade students as well as to members of the Class of 2020. Freshmen and seniors will be able to pick up their Chromebooks at scheduled times on August 21, 22, 23, and 26. This school year, **all** WRHS students will have a Chromebook in hand for use at school and at home. I am proud of the success of this 1:1 technology initiative.

The Landmark back-to-school edition should be in mailboxes by the end of next week. Attached is my letter to Wachusett families that will be included in that edition of our local newspaper (attachment 5).

Finally, my annual letter to parents/guardians, giving them the opportunity to request that their student's information not be released to military recruiters and institutions of higher learning (to "opt-out") has been provided to the high school Guidance Office for inclusion in information for incoming freshmen and new WRHS enrollees (attachment 6).

Updates

- Turf Field

Work on the replacement turf at the high school continues. The field has been regraded and additional gravel added where necessary to insure proper drainage. The installation of the turf field (inclusive of the concussion pad) will take about 10-12 days. The estimated completion date is Monday, August 19th. It may be sooner if the weather cooperates. Upon completion of the installation of the turf, the field will be painted for football, lacrosse, and soccer. In preparation for the coming sports season, the goalposts were freshly painted with a fluorescent yellow.



Wachusett Regional School District

- Central Office Staffing

New Administrator of Special Education Christine Smith is now into month two of her position, having spent the first number of weeks getting to know the District, the staff, the Central Office operations, and preparing for the coming year. Summer programs have been in session since July, so Ms. Smith has seen Wachusett programs in action.

The Director of Social Emotional Learning interviews will take place the week of August 19th with the expectation that a final candidate will be chosen by the end of that week.

We have also posted for a Manager of Medicaid Services which we hope to begin interviewing for shortly. This position will be essential to our monitoring of Medicaid reimbursement services throughout the WRSD.

Update on SEL

With the recently created vacancy in the Director of SEL and Guidance position, I wish to share information pertaining to some of the work that was completed by Director Krol during his tenure August 2018 - June 2019, including initiatives that will take place this coming school year.

During the past year, Principals Jay Norton, Chris Labreck, Liz Garden, and Melissa Wallace took part in, along with teams of three from their schools, the S3 Academy. The purpose of S3 Academy is to provide professional development to school administrators, teachers, counselors, and psychologists around creating and maintaining effective and efficient student support teams. This opportunity was free and was provided by a combination of DESE, Boston College, and the Rennie Center. We will continue with the program during the 2019-2020 school year, with the opportunity to partner with other school districts in our area.

This year we will be working with Interface for another year. We had the opportunity to use Interface at the high school during the 2017-2018 and 2018-2019 school years and it changed the way in which students accessed counseling professionals outside of school. For 2019-2020 and 2020-2021, we will have the ability for all residents of our Member Towns to access this service, regardless of age or if they are students in our schools.

Staffing Plan Update

I will be sharing a document with the full School Committee in my Report for our regular School Committee meeting on September 16th. This document will help guide the District as it plans staffing over the next several years. I will be reviewing the draft plan with building administration for their feedback and will also share it with Management Subcommittee at our September 3rd meeting.

Wachusett Regional School District

Update on Strategic Plan

Attached to this report you will find an update to the Strategic Plan for the FY20 school year (attachment 7). This update is a precursor to the eventual revision or update to our five year plan which will expire at the end of the 2020-2021 school year. Later this year, we will begin the process of discussing the strategic plan extension or revision in order to provide adequate time for input from all parties involved.

Safer Schools and Communities “Local Equipment and Technology” Grant

With the awarding of the *Local Equipment and Technology* grant by the Executive Office of Public Safety and Security's Office of Grants and Research, I am very happy to report that the installation of security cameras at the main entrances of our schools is now underway (attachment 8). We expect that all installations will be completed by the start of the school year, or shortly thereafter.

Bullying Prevention and Intervention Plan

The Bullying Prevention and Intervention Plan was completed in December of 2016 and there have been no edits or modifications to the plan since that time. We will be bringing a group together to review the plan and make any necessary updates or changes.

In terms of staff training, at the start of every school year all staff review what denotes bullying, including definitions of bullying and cyber-bullying, the requirement for staff to report, how staff can make a bullying report, and what takes place in a bullying investigation. In addition, staff are provided with links to the state law, the state regulation, the WRSD policy related to bullying prevention and intervention, and the WRSD Bullying Prevention and Intervention Plan. This is part of the mandated training that takes place with all staff at the start of every school year.

Also attached to this document is information pertaining to the Bullying Prevention and Intervention Plan and how it aligns with the WRSDC Anti-Bullying Policy (attachment 9).

Maintenance Agreement

Attached is the fully executed three year Maintenance Agreements with the town of Holden (attachment 10). The Maintenance Agreements with all five towns are now fully executed.

Annual Administrative Retreat

Our Annual Administrative Retreat took place Wednesday, August 14th and Thursday, August 15th (attachment 11). Day 1 of the Retreat, executive staff (Superintendent, Deputy Superintendent, Director of Business and Finance, Director of Human Resources, Administrator of Special Education) gathered together with building principals and, this year as we have done over the past several years, we focused some of our time on the creation of goals for principals so that they align with our Strategic Plan. This time is extremely beneficial as we have the opportunity to discuss items associated with individual building needs while keeping our

Wachusett Regional School District

attention focused on the consistency of the Strategic Plan. Time is also dedicated to discussion of professional development, ALICE, and other items of importance prior to the start of the school year.

Day 2 of the Retreat the attendance list includes the “expanded administrative team” (Day 1 attendees plus Assistant Principals, curriculum staff, Special Education Coordinators). This year, Day 2 of the Retreat began with a morning-long presentation by Attorney Matt MacAvoy. Attorney MacAvoy provided professional development and instruction on how to address bullying, how to handle allegations of bullying, implementation of the District's BPIP (Bullying Intervention and Prevention Plan) and School Committee Policy 6438 Policy Relating to Pupil Services Anti-Bullying Policy. Attorney MacAvoy's firm, Nuttall, MacAvoy, and Joyce, P.C., represents over 70 school districts in Massachusetts and he has conducted numerous presentations specifically on bullying in these districts over the past several years. Attorney MacAvoy also helped to write approximately 30 school district policies, including ours, on anti-bullying about 10 years ago when the law was first enacted. For your information, attached you will find two of the PowerPoints Attorney MacAvoy prepared and spoke to, at length and in detail, Thursday morning (attachments 12 & 13).

Contract Negotiations with Bargaining Units

On June 30, 2020, contracts with three of the District's bargaining units will expire (Teamsters Union Local 170 (paraprofessionals), Wachusett Administrators Association, and Wachusett Regional Nurses Association). On August 1, 2019 we received notification from the paraprofessional union that that bargaining unit is prepared to open contract negotiations (attachment 14). In the coming months, District administration and Legal Affairs Subcommittee members will begin to bargain with the unions. I will keep the Committee informed as these negotiations get underway.

FY20 Assessment Billing Notices

District Treasurer Dunbar has sent First Payment Assessment Billing Notices to the towns Holden, Rutland and Sterling (attachment 15).

Treasurer's Update

Treasurer Dunbar has submitted the Treasurer's Update and Cash Reconciliation for May and June 2019. Treasurer Dunbar's reports can be found in Google as separate attachments, and as separate links in my cover email.

Selected Massachusetts General Laws 2019

MASC has provided a limited number of the updated MGL books, updated through January 1, 2019. Any member who wishes to have a copy of this book, please let us know and we will get a copy to you.

Wachusett Regional School District

Conflict of Interest Training

The Holden Town Clerk has updated the Conflict of Interest “blurb,” reminding all Board and Committee members of the requirement, by law, to complete the online Conflict of Interest Training (attachment 16). You, as a School Committee member, might ask “Are you a municipal employee for conflict of interest law purposes?” The answer is “You do not have to be a full-time, paid municipal employee to be considered a municipal employee for conflict of interest purposes. Anyone performing services for a city or town or holding a municipal position, whether paid or unpaid, including full- and part-time municipal employees, elected officials, volunteers, and consultants, is a municipal employee under the conflict of interest law.”

Executive Staff Reports

- Director of Business and Finance Dan Deedy’s Report to the Superintendent, dated August 15, 2019 (attachment A)
- Director of Human Resources Jeff Carlson’s Report to the Superintendent, dated August 15, 2019 (attachment B)

Subcommittee Minutes

- Minutes of the March 25, 2019 meeting of the Superintendent Goals and Evaluation Subcommittee (Subcommittee Minutes attachment 1)
- Minutes of the April 2, 2019 meeting of the Legal Affairs Subcommittee (Subcommittee Minutes attachment 2)
- Minutes of the April 2, 2019 executive session of the Legal Affairs Subcommittee (Subcommittee Minutes attachment 3)
- Minutes of the April 24, 2019 meeting of the Facilities and Security Subcommittee (Subcommittee Minutes attachment 4)
- Minutes of the April 25, 2019 meeting of the Superintendent Goals and Evaluation Subcommittee (Subcommittee Minutes attachment 5)
- Minutes of the May 21, 2019 meeting of the Business/Finance Subcommittee (Subcommittee Minutes attachment 6)
- Minutes of the June 10, 2019 executive session of the Business/Finance Subcommittee (Subcommittee Minutes attachment 7)

Chair’s Correspondence

- August 1, 2019 correspondence to Rutland Town Administrator Nicholson and Rutland

Wachusett Regional School District

Selectboard Chair Dibb (Chair's Correspondence 1)

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

Agenda

Regular Meeting #1331

Monday, August 19, 2019
7:00 PM

Media Center
Wachusett Regional High School, Holden

- I. Public Hearing
- II. Chair's Opening Remarks
- III. Student Representatives' Reports (R. Massoni-Nesman, L. Michalowski)
- IV. Superintendent's Report
 - A. Discussion of Report
 - B. Recommendations Requiring Action by the School Committee
 - 1. Motion: To authorize the School Committee to appoint Fletcher Tilton; Brody, Hardoon, Perkins & Kesten, LLP; and Nuttall, MacAvoy & Joyce, P.C. as District Legal Counsel for the period July 1, 2019 – June 30, 2020
- V. Unfinished Business
- VI. Secretary's Report
 - A. Approval of #1330 Regular Meeting Minutes of the Wachusett Regional School District Committee held on July 9, 2019 – enclosed
- VII. Treasurer's Report/Financial Statements
- VIII. Committee Reports
 - A. Management Subcommittee (K. Mills, Chair, C. Smith, Vice-chair, S. Brown, M. Dennis, R. Imber, M. Lavoie, A. Young)
 - B. Education Subcommittee (R. Imber, Chair, M. Ayala, S. Haber, L. Kirshenbaum, L. Long-Bellil, A. Silva, C. Smith)
 - C. Business/Finance Subcommittee (M. Dennis, Chair, B. Mitchel, Vice-chair, M. Gustafson, L. Long-Bellil, K. Ottmar)
 - D. Legal Affairs Subcommittee (S. Brown, Chair, M. Lavoie, Vice-chair, R. Imber, A. Michalowski)

- E. Superintendent Goals and Evaluation Subcommittee (M. Lavoie, Chair, A. Michalowski, Vice-chair, A. DiFonso, K. Mills, M. Weeks)
- F. Facilities and Security Subcommittee (A. Young, Chair, L. Woodland, Vice-chair, S. Godbout)
- G. Audit Advisory Board (B. Mitchel, Chair)
- H. Ad Hoc Subcommittees
- I. Building Committees
 - 1. Mountview Building Committee
- 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 (A. DiFonso), Houghton Elementary School (M. Ayala), Mayo Elementary School (A. Young), Mountview Middle School (S. Brown), Naquag Elementary School (M. Lavoie), Paxton Center School (K. Ottmar), Thomas Prince School (A. Silva), Wachusett Regional High School (L. Long-Bellil/A. Michalowski), Special Education Parent Advisory Council (M. Gustafson), Early Childhood Center (L. Woodland)
- IX. Public Hearing
- X. New Business
- XI. Adjournment

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

DRAFT Minutes

Regular Meeting #1330

Tuesday, July 9, 2019
7:00 PM

Media Center
Wachusett Regional High School
1401 Main Street, Holden

Wachusett Regional School District Committee

Kenneth Mills, Chair	Linda Long-Bellil
Christina Smith, Vice-chair	Amy Michalowski
Melissa Ayala	Benjamin Mitchel
Scott Brown	Karl Ottmar
Anthony DiFonso	Megan Weeks
Stephen Godbout	Linda Woodland
Robert Imber	Adam Young
Laura Kirshenbaum	

Committee Members Absent:

Michael Dennis	Sarah LaMountain
Maleah Gustafson	Matthew Lavoie
Sherri Haber	Asima Silva

Committee Members Participating Remotely:

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
Rebecca Petersen, Executive Secretary to the Superintendent

Student Representatives Present:

None

Others present, who desired to be recorded as present (see attached Attendance Sheet – attachment 1).

Chair Mills called the meeting to order at 7:04 PM. He announced the meeting was not being broadcast live or streaming, but will be available on HCTV in the future. Chair Mills took the

opportunity to welcome back Evan Schakenbach, a constant at School Committee meetings recording for Holden TV.

I. Public Hearing

No members of the public wished to address the School Committee.

II. Chair's Opening Remarks

Chair Mills opened by reporting the FY20 state budget has not yet been approved, as of this date.

III. Student Representatives' Reports

There were no Student Representatives in attendance.

IV. Superintendent's Report

A. Discussion of Report

Superintendent McCall took the opportunity to speak about the vacancy created with the departure of Director of SEL and Guidance Jon Krol, reporting his plan to combine the duties of the Director of SEL and Guidance and the Student Services Manager, merging the two open positions. Superintendent McCall explained that Mr. Krol's pulling together a group to review how the District addresses bullying and reports of bullying as well as the Bullying Prevention and Intervention Plan had been delayed due to Mr. Krol needing to take time off as a result of an injury, but the Superintendent intends to follow-up on this task, planning to start work on this during the summer months.

Director Deedy approached the podium, and Superintendent McCall spoke about the FY20 budget moving forward, and he and Director Deedy reported on the July 2, 2019 meeting of the Business/Finance Subcommittee. Members were provided with copies of the *Administrative Strategies to Reduce FY20 Revenue Budget Shortfall*, which had been shared with the Business/Finance Subcommittee on July 2, 2019 (attachment 2). When reporting on how District administration plans to address the FY20 budget shortfall, the *Administrative Strategies to Reduce FY20 Revenue Budget Shortfall* was referred to. Superintendent McCall noted the state budget numbers, not yet finalized, have not been included in *Administrative Strategies to Reduce FY20 Revenue Budget Shortfall*, but when the state budget is finalized, funding to the District could be higher than anticipated/budgeted by the District. Members were given the opportunity to ask questions about the FY20 budget and information outlined in the *Administrative Strategies to Reduce FY20 Revenue Budget Shortfall*. Many members had questions for Director Deedy, especially about the expected savings in salaries (\$569,591.00). Member Mitchel, who is Vice-chair of the Business/Finance Subcommittee and Chair of the Audit Advisory Board, requested information, including a review of revenue sources (i.e. transportation, Circuit Breaker, Medicaid, etc.) and confirmation/assurance that the District has

actually reviewed these revenue sources and has done at least a cursory overview to insure that the District is managing these funds/resources correctly and accurately, to prevent a reoccurrence of current budget issues. More questions were asked and answered.

Questions were asked about social emotional learning moving forward, the status of a social emotional “audit” conducted during the school year, the fact that oversight of 504s is lacking and how administration plans to address this deficiency. Chair Mills asked the timeline for filling the SEL position, to which the Superintendent reported the job description is being finalized, will be posted, and the position could potentially be filled before the start of school.

When asked, Superintendent McCall reported on the status of the Staffing Plan, which he expects will be ready for School Committee review in August or September.

In Member Lavoie’s absence and at his request, Chair Mills read aloud Member Lavoie’s request for information: “I (Matthew Lavoie) am formally requesting that the Superintendent provide the current status of the Bullying Prevention Plan including any and all edits, PD sessions or public sessions for input during the past 4 years.”

Member Weeks commented on the WRHS’s School Improvement Plan and she requested an up-to-date copy be shared with all members.

Member Imber commented on the amended 2019-2020 school calendar, which has four less school days for kindergarten students during the coming school year. Parents of incoming kindergarten parents will be informed of this change in the school calendar.

Vice-chair Smith commented on the *NEASC Five-Year Progress Report* and the May 17, 2019 response from NEASC, shared with the Committee in the June Superintendent’s Report.

Member Kirshenbaum had comments about science curriculum and student science exposure, which Deputy Superintendent Berlo spoke to from the podium, explaining that curriculum review/development/implementation is a District task and not a school by school task. Member Michalowski added comments about the science curriculum and the STEAM program at Thomas Prince School.

B. Recommendations Requiring Action by the School Committee

1. Motion: To approve the Amended 2019-2020 School Calendar.

(R. Imber)

(A. Young)

Superintendent McCall spoke to the proposed amendments to the 2019-2020 school calendar, explaining that incoming kindergarten students will begin school

on Wednesday, August 28, 2019, and will conclude their school year three days sooner than students in grades 1 – 11 (attachment 3). There was some discussion about how parents would be notified of this change in kindergarten students' schedule.

Vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Anthony DiFonso
Stephen Godbout
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Megan Weeks
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

2. Motion: To approve the Amended 2019-2020 School Committee Meeting Schedule.

(R. Imber)

(M. Weeks)

Chair Mills spoke about Management Subcommittee's recommendation to schedule a Special School Committee Meeting on Monday, September 9, 2019, at which time the full Committee will meet in executive session to discuss the Superintendent's contract (attachment 4). He further explained September's regular meeting of the School Committee would be held on Monday, September 16, 2019. Vice-chair Smith recommended the presentation to the full Committee on the roles and responsibilities of School Committee members, a presentation already scheduled with MASC representative Tracy Novick, be changed to the September 16, 2019 regular meeting.

Vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala

Scott Brown
Anthony DiFonso
Stephen Godbout
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Megan Weeks
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

3. Motion: To approve expenses incurred in connection with WRSDC Members (Gustafson, Smith, Weeks, Woodland) attending November 6 – 9, 2019 MASC/MASS Joint Conference.

(S. Brown)

(B. Mitchel)

Vote:

In favor:

Kenneth Mills
Melissa Ayala
Scott Brown
Anthony DiFonso
Stephen Godbout
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Adam Young

Opposed:

None

Abstained:

Christina Smith
Megan Weeks
Linda Woodland

The motion was approved 12 - 3.

4. Motion: To authorize the transfer of \$20,000 from the *Salaries and Stipends Appropriation* to the *Benefits and Insurance Appropriation*

(R. Imber)

(A. Young)

Chair Mills took the opportunity to read aloud, for the record, information shared by Business/Finance Subcommittee Chair Dennis, who was not in attendance (attachment 5). Director Deedy approached the podium. Director Deedy explained FY19 budget transfers must be made by July 15th, per the auditors. At Member Ottmar's inquiry, Director Deedy confirmed the budget transfer requests are the same language brought to the July 2, 2019 meeting of the Business/Finance Subcommittee. Discussion ensued. Director Deedy explained chargebacks do not require School Committee approval.

Vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Anthony DiFonso
Stephen Godbout
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Megan Weeks
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

5. Motion: To authorize the transfer of \$67,093.92 from the *Instructional Support Appropriation* to the *Benefits and Insurance Appropriation*

(R. Imber)

(A. Young)

Brief discussion ensued before the vote was taken.

Vote:

In favor:

Kenneth Mills
Christina Smith

Melissa Ayala
Scott Brown
Anthony DiFonso
Stephen Godbout
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Megan Weeks
Linda Woodland
Adam Young

Opposed:
None

The motion was unanimously approved.

6. Motion: To authorize the transfer of \$30,811.91 from the *Operations and Maintenance Appropriation* to the *Benefits and Insurance Appropriation*.
(S. Brown)
(A. DiFonso)

Vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Anthony DiFonso
Stephen Godbout
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Megan Weeks
Linda Woodland
Adam Young

Opposed:
None

The motion was unanimously approved.

7. Motion: To authorize the transfer of \$4,691.57 from the *Pupil Services Appropriation* to the *Benefits and Insurance Appropriation*.

(R. Imber)

(M. Weeks)

Vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Anthony DiFonso
Stephen Godbout
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Megan Weeks
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

8. Motion: To authorize the transfer of \$2,275.00 from the *Debt Service Appropriation* to the *Benefits and Insurance Appropriation*.

(A. DiFonso)

(S. Brown)

Vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Anthony DiFonso
Stephen Godbout
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Megan Weeks

Linda Woodland
Adam Young

Opposed:
None

The motion was unanimously approved.

9. Motion: To authorize the transfer of \$50,000.00 from the *Transportation Appropriation* to the *Benefits and Insurance Appropriation*.
(R. Imber)
(S. Brown)

Vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Anthony DiFonso
Stephen Godbout
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Megan Weeks
Linda Woodland
Adam Young

Opposed:
None

The motion was unanimously approved.

VI. Unfinished Business

There was no unfinished business brought before the Committee.

VII. Secretary's Report

- A. Approval of the Executive Session Minutes of the Wachusett Regional School District Committee held on June 10, 2019

Motion: To approve minutes of the executive session of the WRSDC held on June 10, 2019, to be released.

(A. Young)

(S. Brown)

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Stephen Godbout
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Megan Weeks
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Anthony DiFonso

The minutes were approved 14-0-1.

- B. Approval of #1329 Regular Meeting Minutes of the Wachusett Regional School District Committee held on June 10, 2019

Motion: To approve minutes of the regular meeting of the WRSDC held on June 10, 2019.

(R. Imber)
(B. Mitchel)

Vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Stephen Godbout
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar

Megan Weeks
Linda Woodland
Adam Young

Opposed:
None

Abstained:
Anthony DiFonso

The minutes were approved 14-0-1.

VIII. 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.

IX. Committee Reports

A. Management Subcommittee

Chair Mills reported on the June 18, 2019 and June 25, 2019 meetings of this subcommittee. He again spoke about the Management Subcommittee's recommendation to schedule a Special School Committee Meeting on Monday, September 9, 2019, at which time the full Committee will meet in executive session to discuss the Superintendent's contract.

B. Education Subcommittee

Subcommittee Chair Imber reported this subcommittee will meet at 6:00 PM on Monday, August 19, 2019.

C. Business/Finance Subcommittee

Chair Mills again referenced a report on the July 2, 2019 meeting of this subcommittee, the report prepared by Subcommittee Chair Dennis (attachment 5).

D. Legal Affairs Subcommittee

Subcommittee Chair Brown will be scheduling the initial meeting of this subcommittee in the near future. He explained that review and amending of the WRSDC By-Laws will continue to be a focus of the subcommittee.

E. Superintendent Goals and Evaluation Subcommittee

In Superintendent Goals and Evaluation Subcommittee Chair Lavoie's absence, Chair Mills reported this subcommittee will meet on July 31, 2019.

F. Facilities and Security Subcommittee

Subcommittee Chair Young reported on the meeting of this subcommittee, held immediately before this School Committee meeting.

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

Chair Mitchel reported a meeting of the AAB will be scheduled for September, when the Board will review action items developed by Director Deedy to address recent audit findings. Chair Mills solicited representation on the AAB from Paxton, Princeton, and Rutland.

Chair Mills took the opportunity to mention that subcommittee meetings are public meetings and all are welcome to attend and sit in the audience.

H. Ad Hoc Subcommittees

I. Building Committees

1. Mountview Building Committee

Per Superintendent McCall, no update to be made. Superintendent McCall did take a moment to report he is working on a staffing plan, and during this exercise it has become apparent the student population in Holden is growing and will continue to grow, making it very likely an additional school in Holden will be needed, with an estimated timetable of 2025 – 2026.

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 (A. DiFonso), Houghton Elementary School (M. Ayala), Mayo Elementary School (A. Young), Mountview Middle School (S. Brown), Naquag Elementary School (M. Lavoie), Paxton Center School (K. Ottmar), Thomas Prince School (A. Silva), Wachusett Regional High School (L. Long-Bellil/A. Michalowski), Special Education Parent Advisory Council (M. Gustafson), Early Childhood Center (L. Woodland)

X. Public Hearing

No members of the public wished to address the School Committee

XI. New Business

Member Woodland asked that evaluations done of the District's Special Education programs, which she has been told about but has not seen copies of, be shared with members for their information. Member Young added his interest in these reports/evaluations being made available to the School Committee.

In follow-up to student attendance and public addresses at the June 10, 2019 School Committee meeting, Member Kirshenbaum requested information about the teacher evaluation process, mentoring, and new teacher orientation.

Member Kirshenbaum also asked for information about how diversity is addressed across the District, specifically requesting an update on how teachers address diversity and envision welcoming of all.

With the implementation of full-day kindergarten, Member Michalowski has been approached by a parent asking how the full-day kindergarten daily schedule will be laid out and what the kindergarten students' day will look like.

Vice-chair Smith requested updates about many topics, including course offerings and how many students' requests are not fulfilled, "what is in place to get kids excited about learning, hooked, engaged," how is elimination of rank working out and has it reduced stress, how are academics celebrated, similar to recognizing sports, and lastly, the status of late buses. Education Subcommittee Chair Imber reported impact of elimination of class rank will be an Education Subcommittee agenda item.

XII. Adjournment

Motion: To adjourn.

(R. Imber)
(A. Young)

Vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Anthony DiFonso
Stephen Godbout
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Megan Weeks
Linda Woodland
Adam Young

Opposed:
None

The motion was unanimously approved.

The meeting adjourned at 9:17 PM.

Respectfully submitted,

Darryll McCall, Ed.D.
Superintendent of Schools

DM:rlp

Attachments:

- Attachment 1 – Sign-in sheets
- Attachment 2 – *Administrative Strategies to Reduce FY20 Revenue Budget Shortfall*
- Attachment 3 – Draft Amended 2019-2020 School Calendar
- Attachment 4 – Revised Draft June 2019 – May 2020 WRSDC Meeting Schedule
- Attachment 5 – July 9, 2019 email correspondence from Member Dennis to Chair Mills

Attachment 1

**Regular Meeting
Tuesday, July 9, 2019**

**FOR YOUR INFORMATION AND REVIEW IN ADVANCE OF SPEAKING, PLEASE
TAKE A COPY OF THE *GUIDELINES FOR PUBLIC HEARING* (printed on light
yellow paper).**

[illegible]

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE
Regular Meeting
Tuesday, July 9, 2019

PLEASE **PRINT** YOUR NAME AND YOUR TOWN

[illegible]

Administrative Strategies to Reduce FY20 Revenue Budget Shortfall

The Administration will address the FY20 Revenue Budget shortfall with a comprehensive review of all costs in both the Salary and Expense Budgets, particularly as positions become available through resignations or retirements. This plan as described below is independent of any adjustment with State or Federal revenues.

In the Salary Budget, each resignation and retirement will be reviewed with particular focus on the budgeted salary and a proposed salary. This task will be an ongoing task throughout the year between the Director of Business and Finance, Human Resources Director and the Superintendent of Schools.

Through June 28, 2019 the district has realized the following savings.

- Resignations @ \$136,241.00
- Retirements @ \$244,893.00
- Salary Savings @ \$188,457.00

Salary Subtotal @ \$569,591.00

In the Expense Budget, the Administration has projected savings in utilities based upon FY19 usage. Also, the Administration is in the process of reviewing several vendor contracts to see where they can be restructured, if they can be restructured. This is particularly relevant with the home to school bus contract with AA Transportation that is effective July 1, 2019.

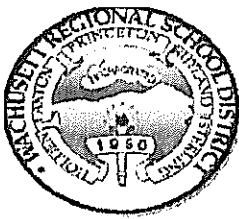
Through June 28, 2019, the District has projected the following savings:

- Heat/Fuel of Buildings @ \$130,000.00
(based upon FY19 usage)
- Tuition/School Choice (Cherry Sheet) @ \$23,391.00
- Operations and Maintenance @ \$85,000.00
- Glenwood/Naquag Electricity @ \$40,000.00
- Transportation @ \$214,000.00

Expense Subtotal @ \$492,391.00

Total @ \$1,061,982.00

Created 6.28.19



WACHUSETT REGIONAL SCHOOL DISTRICT

Attachment 3

Attachment 10
July 2, 2019

School Calendar 2019-2020

DRAFT AMENDMENT 6/5/2019

DRAFT

DRAFT

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

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

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

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

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

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

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

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

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

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

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

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

First and Last Days of School

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

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

Holidays & Vacations

Labor Day	Sep 2
Columbus Day	Oct 14
Veterans' Day	Nov 11
Thanksgiving Recess	Nov 27-29
Winter Recess	Dec 23-Jan 1
Martin Luther King, Jr. Day	Jan 20
February Recess	Feb 17-21
April Recess	Apr 20-24
Memorial Day	May 25

Teacher Training

Staff Orientation	Aug 26
-------------------	--------

Staff Development Days

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

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

Approved by WRSDC 2/11/2019

Approved as amended by WRSDC

DRAFT

DRAFT

Wachusett Regional School District Committee
June 2019-May 2020
Revised 7/9/2019 - DRAFT

June 10, 2019	Location: Wachusett Regional High School, Holden
July 9, 2019 (Tuesday)	Location: Wachusett Regional High School, Holden
August 19, 2019	Location: Wachusett Regional High School, Holden
September 16, 2019	Location: Wachusett Regional High School, Holden
October 7, 2019	Location: Wachusett Regional High School, Holden
November 4, 2019	Location: Wachusett Regional High School, Holden
December 9, 2019	Location: Wachusett Regional High School, Holden
January 6, 2020	Location: Wachusett Regional High School, Holden
January 21, 2020 (Tuesday)	Location: Wachusett Regional High School, Holden
February 10, 2020	Location: Wachusett Regional High School, Holden
March 9, 2020	Location: Wachusett Regional High School, Holden
March 23, 2020	Location: Wachusett Regional High School, Holden
April 6, 2020	Location: Wachusett Regional High School, Holden
April 27, 2020	Location: Wachusett Regional High School, Holden
May TBD	Location: Wachusett Regional High School, Holden

(approved by the WRSDC 5/23/2019)
(revision approved by the WRSDC)



Attachment 5

Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Business / Finance update

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Wed, Jul 10, 2019 at 5:04 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

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

From: **Michael Dennis** <michael_dennis@wrsd.net>

Date: Tue, Jul 9, 2019 at 3:48 PM

Subject: Business / Finance update

To: kenneth_mills@wrsd.net <Kenneth_Mills@wrsd.net>

Hi Ken,

I am not certain that I will be able to attend this evening. In the event that I cannot, I've prepared an update from the Business / Finance committee which may be read at tonight's meeting.

The Business / Finance committee meet most recently Tuesday, July 2nd at 7pm. Here are the updates from that meeting:

1. There are 6 motions for budget transfers on the agenda for tonight's meeting. Four of the six budget transfer motions would zero-out the source appropriation. As of the time of the B/F meeting, it was not clear whether or not the timing was appropriate to authorize the transfers in the event additional liabilities were presented against those appropriations. Director Deedy will provide an update tonight on guidance from DOR on the proper timeframe to make and approve those transfers.
2. As of the time of the B/F meeting, the district is projected to end FY19 with a \$49K surplus which includes a holdback in vendor payments of approximately \$44K. This is a very concerning estimation given the narrow margin and compared with years past. The narrow margin is factored by State reductions due to audit in Transportation, Medicaid, and Circuit Breaker. It should be noted that the district is awaiting final numbers from several reimbursements such as School Choice and Miscellaneous Revenue which may net up to an additional \$70K.
3. The initial estimated revenue shortfall for FY20 due to the Medicaid reimbursement issues is estimated at \$1.1M. The estimate will be confirmed in the fall when the

district meets again with UMass to receive feedback on which reimbursements have or have not been accepted.

4. The committee has asked for a detailed analysis of which reimbursements have been rejected by reason, the quantity, and dollar value.
5. Superintendent McCall and Director Deedy shared a document called, "Administrative Strategies to Reduce FY20 Revenue Budget Shortfall." This document was shared with the full committee earlier today.
 1. It was explained that the top half of the document reflects savings already realized by the district as a result of staff changes from resignations, retirements, and other savings. This resulted in a savings of \$569,591 and the administration will continue to assess changes for saving opportunities as they occur.
 2. The committee requested a detailed breakdown of each position that was replaced with associated cost savings. We have not received this breakdown as of today.
 3. The bottom portion reflects potential savings that the district may incur. Such potential savings include fuel oil and energy usage, for example. It was pointed out there is currently no plan in place to actualize these savings as they are largely out of the district's control.
 4. The committee asked the Superintendent and Director to indicate whether or not the realized savings achieved as well as the potential savings are at a sufficient level to address the estimate revenue shortfall of \$1.1M or if additional actions should be taken.
6. The committee will plan to meet again in August TBD.

Thanks,

Mike

--

Kenneth Mills
Chair,
Wachusett Regional School District Committee

Superintendent Goals and Evaluation Subcommittee

Monday, August 19, 2019
6:00 PM

Media Center
Wachusett Regional High School
1401 Main Street, Holden

AGENDA:

- I Call to Order
- II Approval of Minutes
- III Review 2019 – 2020 Superintendent Goal Setting Process
- IV Development of Professional Practice Goal
- V Superintendent's Development of Student Learning Goal
- VI Public Hearing
- VII New Business
- VIII Next Meetings
- IX 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

Education Subcommittee

Monday, August 19, 2019
6:00 PM

Media Center
Wachusett Regional High School
1401 Main Street, Holden

AGENDA:

- I Call to Order
- II Election of Vice-chair
- III Approval of Minutes
- IV Honors, Advanced Placement, and Dual Enrollment in WRSD – current status
- V Staffing Plan Update
- VI Policies Relating to Student Wellness
 - 6433 Policy Relating to Pupil Services Substance Abuse
 - 3313.3 Policy Relating to Education Aids and Sexually Transmitted Diseases
 - 6610 Policy Relating to Pupil Services Health
- VII Amended Policy 6434 Policy Relating to Pupil Services Sexual Harassment
- VIII Elimination of Class Rank – impact of this decision
- IX Review of Existing Policies (Series 3000 and Series 6000) to Determine Priorities
- X Update on Home Assignments
- XI Old Business
- XII New Business
- XIII 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, August 19, 2019
7:00 p.m.

Media Center
Wachusett Regional High School
1401 Main Street, Holden
1401 Main Street, Holden

AGENDA:

- Public Hearing
- Chair's Opening Remarks
- Student Representatives' Reports
- Superintendent's Report
 - Discussion of Report
 - Recommendations Requiring Action by the School Committee

-
1. Motion: To authorize the School Committee to appoint Fletcher Tilton; Brody, Hardoon, Perkins & Kesten, LLP; and Nuttall, MacAvoy & Joyce, P.C. as District Legal Counsel for the period July 1, 2019 – June 30, 2020

Unfinished Business

Secretary's Report

- Approval of 1329th Regular Meeting Minutes of the WRSDC held on 6/10/2019
- Approval of Minutes of Executive Session held on 6/10/2019

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
- Building Committees
 - 1. Mountview Building Committee

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

Management Subcommittee

Tuesday, September 3, 2019
7:00 PM

Superintendent's Conference Room
District Central Office
1745 Main Street, Jefferson

Facilities and Security Subcommittee

Monday, September 9, 2019
6:00 PM

Media Center
Wachusett Regional High School
1401 Main Street, Holden

Education Subcommittee

Monday, September 9, 2019
6:00 PM

Media Center
Wachusett Regional High School
1401 Main Street, Holden

Wachusett Regional School District Committee

Monday, September 9, 2019
7:00 p.m.

Special Meeting

Media Center
Wachusett Regional High School
1401 Main Street, Holden

Legal Affairs Subcommittee

Tuesday, September 10, 2019
6:00 PM

Superintendent's Conference Room
District Central Office
1745 Main Street, Jefferson

SEPAC (Special Education Parent Advisory Council)

Tuesday, September 10, 2019
6:00 PM

Meet & Greet with Administrator of Special Education Christine Smith

Curriculum Center
District Central Office
1745 Main Street, Jefferson

SEPAC (Special Education Parent Advisory Council)

Wednesday, September 11, 2019
10:00 AM

Meet & Greet with Administrator of Special Education Christine Smith

Curriculum Center
District Central Office
1745 Main Street, Jefferson

Superintendent Goals and Evaluation Subcommittee

Monday, September 16, 2019
6:00 PM

Media Center
Wachusett Regional High School
1401 Main Street, Holden

Education Subcommittee

Monday, September 16, 2019
6:00 PM

Media Center
Wachusett Regional High School
1401 Main Street, Holden

Wachusett Regional School District Committee

Monday, September 16, 2019
7:00 p.m.

Media Center
Wachusett Regional High School
1401 Main Street, Holden

Superintendent Goals and Evaluation Subcommittee

Thursday, October 3, 2019
6:30 PM

Superintendent's Conference Room
District Central Office
1745 Main Street, Jefferson

Education Subcommittee

Monday, October 7, 2019
6:00 PM

Media Center
Wachusett Regional High School
1401 Main Street, Holden

Wachusett Regional School District Committee

Monday, October 7, 2019
7:00 p.m.

Media Center
Wachusett Regional High School
1401 Main Street, Holden

**Wachusett Regional School District Committee
Subcommittee Assignments
2019-2020**

Attachment 2
August 15, 2019

Business/Finance

Michael Dennis, Chair
Benjamin Mitchel, Vice-chair
Maleah Gustafson
Linda Long-Bellil
Karl Ottmar

Education

Robert Imber, Chair
Melissa Ayala
Sherrie Haber
Laura Kirshenbaum
Linda Long-Bellil
Asima Silva
Christina Smith

Legal Affairs

Scott Brown, Chair
Matthew Lavoie, Vice-chair
Robert Imber
Amy Michalowski

Management

Kenneth Mills, Chair
Christina Smith, Vice-chair
Scott Brown
Michael Dennis
Robert Imber
Matthew Lavoie
Adam Young

Superintendent Goals and Evaluation

Matthew Lavoie, Chair
Amy Michalowski, Vice-chair
Anthony DiFonso
Kenneth Mills
Megan Weeks

Facilities and Security

Adam Young, Chair
Linda Woodland, Vice-chair
Stephen Godbout

WRSD By-Laws specify the Chair of the School Committee is an ex-officio member of all standing subcommittees.

Audit Advisory Board

Benjamin Mitchel, Chair

School Council Liaisons

Central Tree Middle School – Sherrie Haber
Chocksett Middle School – Linda Woodland
Davis Hill Elementary School – Kenneth Mills
Dawson Elementary School – Laura Kirshenbaum
Glenwood Elementary School – Anthony DiFonso
Houghton Elementary School – Melissa Ayala
Mayo Elementary School – Adam Young

Mountview Middle School – Scott Brown
Naquag Elementary School – Matthew Lavoie
Paxton Center School – Karl Ottmar
Thomas Prince School – Asima Silva
WRHS – Linda Long-Bellil/Amy Michalowski
Special Ed. Parent Advisory Council – Maleah Gustafson
ECC – Linda Woodland

**Wachusett Regional School District Committee
June 2019-May 2020**

June 10, 2019	Location: Wachusett Regional High School, Holden
July 9, 2019 (Tuesday)	Location: Wachusett Regional High School, Holden
August 19, 2019	Location: Wachusett Regional High School, Holden
September 16, 2019	Location: Wachusett Regional High School, Holden
October 7, 2019	Location: Wachusett Regional High School, Holden
November 4, 2019	Location: Wachusett Regional High School, Holden
December 9, 2019	Location: Wachusett Regional High School, Holden
January 6, 2020	Location: Wachusett Regional High School, Holden
January 21, 2020 (Tuesday)	Location: Wachusett Regional High School, Holden
February 10, 2020	Location: Wachusett Regional High School, Holden
March 9, 2020	Location: Wachusett Regional High School, Holden
March 23, 2020	Location: Wachusett Regional High School, Holden
April 6, 2020	Location: Wachusett Regional High School, Holden
April 27, 2020	Location: Wachusett Regional High School, Holden
May TBD	Location: Wachusett Regional High School, Holden

(approved by the WRSDC 5/23/2019)
(revision approved by the WRSDC 7/9/2019)



WACHUSETT REGIONAL SCHOOL DISTRICT

School Calendar 2019-2020

Attachment 4
August 15, 2019

JULY

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

AUGUST

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

SEPTEMBER

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

OCTOBER

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

NOVEMBER

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

DECEMBER

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

JANUARY

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

FEBRUARY

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

MARCH

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

APRIL

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

MAY

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

JUNE

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

First and Last Days of School

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

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

Holidays & Vacations




Labor Day	Sep 2
Columbus Day	Oct 14
Veterans' Day	Nov 11
Thanksgiving Recess	Nov 27-29
Winter Recess	Dec 23-Jan 1
Martin Luther King, Jr. Day	Jan 20
February Recess	Feb 17-21
April Recess	Apr 20-24
Memorial Day	May 25

Staff Development Days

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

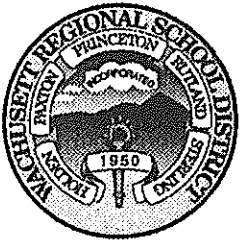
Teacher Training

Staff Orientation	Aug 26
-------------------	--------

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

Approved by WRSDC 2/11/2019

Approved as amended by WRSDC 7/9/2019



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

August 2019

Dear Wachusett Families:

I hope everyone enjoyed the beautiful summer weather over the past several weeks and had the opportunity to spend time with family and friends. It has been a busy few months in the Wachusett Regional School District as we prepare for the start of the school year at the end of this month. As the summer comes to a close, I would like to take this time to share some information with you about our district this coming school year.

For the second year in a row, all five Member Towns approved a budget prior to the end of the school year. A great deal of preparation and outreach went into discussions on the FY20 budget and the District appreciates the support of Member Towns in the investment of educating our students. The WRSD Strategic Plan played a significant role for the District as we discussed the upcoming budget and the priorities established through the Strategic Plan. From supporting student safety and social-emotional wellness, to alignment of our curricular needs with the Commonwealth, the Strategic Plan has helped define areas of focus for our budget process. We also are very fortunate to have dedicated educators in our district who help support the growth and education of our youth throughout the entire school year.

One of the most exciting aspects of this new school year is the implementation of tuition-free, full-day kindergarten in all of our elementary and k-8 schools. Wachusett was one of only 39 school districts in Massachusetts to charge tuition for full day kindergarten, and I am very proud to say that we are now a tuition-free full-day district. The benefits of full-day kindergarten are numerous and this is a transformational step taken by our community. Again, without the support of our five communities during the budget season, this accomplishment would not have taken place.

This year, we are continuing the 1:1 Chromebook initiative at the high school, distributing Chromebooks to students entering as freshmen as well as providing this year's seniors with Chromebooks for use their final year at WRHS. At the start of the 2019-2020 school year, all WRHS students will have a Chromebook that they could use at school and at home. Over 1,000 Chromebooks will be distributed before the first day of school and the response from students and staff has been overwhelmingly positive.

This summer was also noteworthy as the installation of the new turf field at the high school occurred during the months of July and August. The turf field is not only used by our athletic teams, but it is also used by Physical Education classes throughout the school year. We are also pleased to note that the new field includes a concussion pad which is an extra layer of protection for students playing on the field.

Thank you for your continued support of our communities through your support of our schools. I look forward to another productive year in the Wachusett District.

Darryll McCall, Ed.D.
Superintendent of Schools



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

August 2019

Dear Parent/Guardian:

The Wachusett Regional School District takes all reasonable precautions to preserve the confidentiality of a student's records. According to federal law, the District is required to release the names, addresses and telephone listings of students to military recruiters and institutions of higher learning for recruitment and scholarship purposes upon their request and without prior consent.

Parents and eligible students have the right to request that this information not be released without their consent by notifying their school building office in writing. If you wish to exercise your right to "opt out," please complete the form provided on the reverse side of this letter and return it to:

Wachusett Regional High School
Attention: School Counseling Department
1401 Main Street, Holden, MA 01520

Completing this form will exclude your child's name from listings to military recruiters and institutions of higher learning ONLY.

Additional questions and concerns may be directed to:

School Counseling Department
Wachusett Regional School District
1745 Main St., Jefferson, MA 01522
508-829-6771

Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee
William Beando, Principal, Wachusett Regional High School

DM:rlp

Wachusett Regional High School
Attention: School Counseling Department
1401 Main Street
Holden, MA 01520-1095

To Whom It May Concern:

This serves as my formal request that the Wachusett Regional High School not release the name, address or telephone listing of my child to any of the following groups, as provided for under paragraph 2, subsection (a) of Section 9528 of PL 107-110.

☐

Military recruiters

☐

Institutions of higher learning

Thank you.

Signature of Parent/Guardian

Date

Child's Name

DOB

2019-20

Strategic Plan Update



The Wachusett Regional School District

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



Update

With the creation of the WRSD Strategic Plan several years ago, the District made a concerted effort to develop steps for supporting students and staff as a learning community. As we review the progression we have made during the past three years, we are also beginning to look forward toward the next iteration of the WRSD Strategic Plan which will begin to take shape in the near future. This is an exciting time for the Wachusett Regional School District.

Domain 1: Leadership, Governance, and Communication

1. Leadership, Governance, and Communication	<i>If the district establishes a clearly defined set of goals, develops a responsible budget based on priority initiatives, and works closely with community stakeholders to communicate district needs and adopt the budget, then the district will have the resources to allow students to realize their highest potential.</i>
Strategic Objective 1A	Establish and communicate a clearly defined set of goals and strategic objectives to guide district and school improvement initiatives.
Priority Initiatives	<ol style="list-style-type: none">1. Leaders establish clear and common goals that support school and district improvement<ol style="list-style-type: none">a. SIP's aligned to support district goalsb. Goals include facilities (where applicable)2. Leaders use a variety of data sources to identify priority initiatives.3. Goals relative to district and school improvement clearly communicated to the community, parents and town officials
Strategic Objective 1B	Develop a transparent budget that supports the district's goals and strategic objectives and share details with community stakeholders in an environment open to dialogue and collaboration.
Priority Initiatives	<ol style="list-style-type: none">1. Prepare a budget aligned with School Improvement Plans and strategic initiatives with a shared vision of district-level priorities2. Budget addresses facility and technology needs in order to support effective instruction3. Develop a budget that meets prioritized district needs that can also be supported by the member towns4. Report budget goals and initiatives to stakeholders in a timely manner
Strategic Objective 1C	Ensure that relevant information is communicated out to community stakeholders and is easily understood.
Priority Initiatives	<ol style="list-style-type: none">1. Identify all stakeholders in a tiered system of communication2. Leaders communicate goals and strategic objectives to all stakeholders via multiple modalities (web/ meetings).3. Leaders communicate progress toward goals and objectives



Domain 1 Implementation Timeline and Responsible Parties

Strategic Objective 1A	Establish and communicate a clearly defined set of goals and strategic objectives to guide district and school improvement initiatives.
Timeline	2016-2021
Responsibility	Central office and building based administrators

This objective provides a path for administration to define both district level and building level goals. The creation of the School Improvement Plans (SIP) for each building provide a basis for budget planning and tie directly back to the Strategic Plan. Goals associated with plans at the building and district level are shared with the community when completed. Superintendent goals, principal goals, and teacher goals connect closely with the Strategic Plan in order to provide a consistent expectations from school to school.

Strategic Objective 1B	Develop a transparent budget that supports the district's goals and strategic objectives and share details with community stakeholders in an environment open to dialogue and collaboration.
Timeline	2016-2021
Responsibility	Central office and building based administrators

Budget planning associated with School Improvement Plans (SIPs) and District Goals are completed earlier in the year to allow for adequate time for discussion and feedback from stakeholders. Items associated with facilities and technology will be highlighted as part of each SIP. Discussions around district and school priorities based upon SIPs and the Strategic Plan will assist community members as budget discussions occur.

Strategic Objective 1C	Ensure that relevant information is communicated out to community stakeholders and is easily understood.
Timeline	2016-2021
Responsibility	Central office and building based administrators

Building and district leaders share information to the community through SMORE Newsletters, websites, email, and phone messages. We continue to hold an annual meeting with the five towns for discussion well



prior to the budget being finalized and principals speak to the budget through their SIMCO's. The District has created a Technology Plan, a Textbook Plan, a Professional Development Plan, and a comprehensive annual Budget Book in order to provide a transparent manner of budget development.

Domain 2: Aligned Curriculum

2. Aligned Curriculum	<i>If educators implement an aligned curriculum that articulates common, well-defined learning outcomes with a focus on depth of understanding and critical thinking, then students will be prepared for the next level of learning.</i>
Strategic Objective 2A	Develop a consistently implemented and vertically aligned Pre K- 12 Curriculum.
Priority Initiatives	<ol style="list-style-type: none">1. Develop a dynamic and clearly articulated PK-12 curriculum with a focus on vertical alignment<ol style="list-style-type: none">a. Unpack district priority standards with instructional staff to define grade level expectationsb. Monitor curriculum implementation to ensure consistency across and between grade levels2. Use common assessments within schools and across schools to measure progress toward grade level expectations3. Establish a curriculum review cycle which will tie to the budget priorities
Strategic Objective 2B	Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas.
Priority Initiatives	<ol style="list-style-type: none">1. Develop benchmark assessments based on priority learning outcomes to evaluate instructional programs and student growth.2. Identify mastery-level learning outcomes and define mastery/proficiency at each grade level and for each subject3. Match curriculum expectations with individual student learning needs

Domain 2 Implementation Timeline and Responsible Parties

Strategic Objective 2A	Develop a consistently implemented and vertically aligned Pre K- 12 Curriculum.
Timeline	2016-2021
Responsibility	Curriculum Team, Teaching Staff, Building Administration

The Curriculum Team (Deputy Superintendent, Curriculum Supervisor, Literacy Supervisor, Administrator of Special Education, English Language Education Specialist, and Supervisor of Information Services) will



continue to lead the work in this area. Teachers and building level administration (Principals and Assistant Principals) are in the midst of identifying and unpacking of district-wide priority standards in the core content areas and developing priority learning outcomes and grade level expectations by subject. The priority learning outcomes will be used to define what mastery/proficiency looks like at each grade level, be used as the criteria for the design of common benchmark assessments, and drive our work on instructional practices. Core subject teachers in grades 6-8 have made the most progress thus far, followed closely by grades 9-12. Teachers in grades K-5 will begin this work more formally this coming year (2019-20). The Deputy Superintendent will work with the Curriculum team to identify and prioritize budget impacts on an annual basis throughout the duration of this plan, and this work will be used to develop criteria for curriculum adoption going forward.

Strategic Objective 2B	Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas.
Timeline	2017-2021
Responsibility	Curriculum Team, Teaching Staff, Building Administration

Over the next few years, the Curriculum Team will work closely with building administration and our teaching staff to develop common benchmark assessments that will provide multiple measures of student progress toward priority learning outcomes. Core subject teachers in grades 6-8 will begin this work in the fall of 2019, followed by teachers in grades 9-12 in the winter/spring of 2020. Work in this area will also include identifying what mastery/proficiency looks like at each grade level for each subject. This work is foundational to identifying and implementing effective instructional practices in the next domain of the Strategic Plan. The Deputy Superintendent will lead the training of Principals and Assistant Principals in this area. He will also work closely with the Curriculum team to identify and prioritize budget impacts on an annual basis throughout the duration of this plan.

Domain 3: Effective Instruction

Creating a program of study that is supportive of the needs of students, as well as being data-driven, is an important area to focus on. In today's world, educating students must be done at both the micro, local, and the macro, global, levels. Helping teachers become better equipped to enhance the learning opportunities for students was another catalyst under this domain.

3. Effective Instruction

If educators implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration, and systematically measure, analyze, and act upon student learning data, then all students will be challenged to grow as individuals and global citizens.



Strategic Objective 3A	Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration.
Priority Initiatives	<ol style="list-style-type: none">1. Instructional staff engage in ongoing, focused discussion and collaborative reflection on the effectiveness of instructional practices<ol style="list-style-type: none">a. Identify effective instruction based upon data trends/priority learning standards2. Instructional staff differentiate core instruction and assessment to meet the diverse needs of all learners3. Define and support effective differentiation
Strategic Objective 3B	Systematically measure, analyze, and act upon student learning data.
Priority Initiatives	<ol style="list-style-type: none">1. Staff will be trained to examine and evaluate student work to plan and adjust instruction, and evaluate student learning2. Staff will examine student data to evaluate and monitor student learning and evaluate instructional practices3. Instructional staff develop assessments and evaluate student work based on a common understanding of mastery level learning outcomes4. Students consistently receive constructive, targeted feedback as well as guidance on how to improve
Strategic Objective 3C	Staff regularly use technology to support student learning, enhance student engagement, and work toward developing innovative instructional practices.
Priority Initiatives	<ol style="list-style-type: none">1. Ensure that level of technology and infrastructure is sufficient to meet student instructional needs2. Support and train staff in integrating technology into the classroom environment that supports and engages students<ol style="list-style-type: none">a. Establish district wide and building based PLC's to research, pilot, and share best practices3. Use technology to prepare students to be successful global citizens

Domain 3 Implementation Timeline and Responsible Parties

Strategic Objective 3A	Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration.
Timeline	2017- 2021
Responsibility	Teaching Staff, Building Administration, Curriculum Team

The training and support of instructional staff to collaboratively reflect on the effectiveness of instructional strategies across all subject areas and grades will continue in 2019-20. The criteria developed under Domain 2: Aligned Curriculum (priority learning outcomes) will be used to focus our work on identifying



and evaluating effective instructional practices. Staff will be trained to differentiate their instruction in the core content areas to meet the diverse needs of all learners. Anticipated costs under this strategic objective will be mainly in the area of professional development.

Strategic Objective 3B	Systematically measure, analyze, and act upon student learning data.
Timeline	2016-2021
Responsibility	Curriculum Team, Building Administration, Teaching Staff

The Administrators (Principals, Assistant Principals, Central Office Administrators) have been trained to examine data using the Professional Learning Communities model through support from Solution Tree. In 2019-20, schools leaders and teachers will work with the Curriculum Team to examine student work in order to assess student learning, adjust instruction, evaluate the effectiveness of instructional practices, and provide targeted feedback to students. This multi-year initiative will rely heavily on teachers working together collaboratively and reflecting on the effectiveness of their instructional practices. The main impacts on the budget on an annual basis will be in the form of professional development costs and the purchase of educational books.

Strategic Objective 3C	Staff regularly use technology to support student learning, enhance student engagement, and work toward developing innovative instructional practices.
Timeline	2016-2021
Responsibility	Central Office Team, Curriculum Team, Teachers, Building Administration

The Superintendent, Deputy Superintendent, Supervisor of Information Services, and the Director of Business and Finance will work to ensure that appropriate hardware is available to teachers and students across all grades. This has occurred through the 1:1 program at WRHS as well as throughout our middle and elementary schools. The group will work to develop and revise plans for training and support of our teaching staff across the district on a yearly basis. The building Principals and our teaching staff will research, pilot, train, and share best practices of using technology to support effective instruction. The Superintendent, Deputy Superintendent, Supervisor of Information Services, and Director of Business and Finance will maintain a long range plan for the updating of technology and related infrastructure in our schools to support this Strategic Objective.



Domain 4: Professional Development & Structures for Collaboration

Professional development (PD) support was a common theme echoed throughout the process. A well-defined PD plan allows for teacher and administrators to receive on-going, job-embedded training that supports all of the goals defined by strategic plan. Staff working collaboratively to examine student learning data and reflecting on the effectiveness of instructional practices are the foundation of meaningful, lasting change.

4. Professional Development & Structures for Collaboration	<i>If staff is consistently provided with professional development that enhances their content knowledge and their pedagogy is enriched through collaboration with staff across all schools in the district, then educators will be able to implement effective educational practices that will improve the learning and growth of all students.</i>
Strategic Objective 4A	Professional development includes high-quality job-embedded professional development aligned with district, school, and educator goals.
Priority Initiatives	<ol style="list-style-type: none">1. PD opportunities are specific, ongoing, and include a plan for support during initial stages of implementation2. Educators align goals with district and school goals and PD provided to support district/school goals3. Professional development will be supported annually through the budget process
Strategic Objective 4B	Systems, structures, and protocols are in place and used to guide collaborative discussions to improve implementation of the curriculum and instructional practices.
Priority Initiatives	<ol style="list-style-type: none">1. Provide training to building based teams on how to follow and use a team process and protocols2. Monitor implementation process and make adjustments based upon student learning data
Strategic Objective 4C	Professional development and structures for collaboration are evaluated for their effect on raising student achievement.
Priority Initiatives	<ol style="list-style-type: none">1. Use survey data on an annual basis to monitor staff needs, training implementation, and progress of strategic initiatives2. Monitor implementation process and make adjustments based upon student learning data



Domain 4 Implementation Timeline and Responsible Parties

Strategic Objective 4A	Professional development includes high-quality job-embedded professional development aligned with district, school, and educator goals.
Timeline	2016-2021
Responsibility	Curriculum Team, Central Office Team, Building Administration, Teaching Staff

The Curriculum Team and building administration will continue to plan focused, job-embedded professional development (PD) opportunities for all staff based on feedback from stakeholders. These PD opportunities will continue to be designed to support strategic goals and initiatives of this Strategic Plan, and, in addition, will support School Improvement Plans and individual teacher goals. A detailed Professional Development Plan will be developed on an annual basis and this plan will include a prioritized list of the areas the district will focus on for that year. Central Office staff will ensure that professional development is supported annually through the budget process.

Strategic Objective 4B	Systems, structures, and protocols are in place and used to guide collaborative discussions to improve implementation of the curriculum and instructional practices.
Timeline	2019-2021
Responsibility	Building Administration, Teaching Staff, Curriculum Team

Building administration (Principals and Assistant Principals) will provide training to teaching staff on how to examine student work collaboratively and on how to use data to determine the effectiveness of instructional practices. The Curriculum Team will support the building administration in these training initiatives and both groups will monitor annual progress and revise goals accordingly. Teaching staff and administration will use the results of these collaborative discussions of student learning data to make instructional adjustments. The main budget impact of this Strategic Objective will be in the form of training and support materials.

Strategic Objective 4C	Professional development and structures for collaboration are evaluated for their effect on raising student achievement.
Timeline	Ongoing



Responsibility

Curriculum Team, Superintendent, Building Principals, WREA Leadership

The Curriculum Team and building Principals will continue to examine professional development (PD) initiatives and structures for collaboration for their effect on raising student achievement. The same group, along with the Superintendent and WREA Leadership, will examine annual PD survey results to identify and prioritize staff training needs. There are no anticipated budget impacts to be able to evaluate our professional development initiatives.

Domain 5: Students' Social, Emotional, and Health Needs

Students can only learn when their most basic needs are being met. We are aware that there are many issues that students face on a daily basis that affect learning and Domain 5 is the beginning of a broader conversation and plan to support children.

5. Students' Social, Emotional, and Health Needs	<i>If the district supports effective researched- based practices that promote a healthy school climate, builds an understanding of social, emotional and physical health as factors affecting learning, and works collaboratively with families and community services, then students will be able to utilize their knowledge and skills to maximize their learning potential.</i>
Strategic Objective 5A	Build an understanding of social, emotional and physical health as factors affecting learning.
Priority Initiatives	<ol style="list-style-type: none">1. Identify effective research based practices that promote student health<ol style="list-style-type: none">a. Develop a system of support2. Educate all staff regarding student social, emotional and physical elements that impact learning
Strategic Objective 5B	Engage families and the community in a partnership to increase the district's capacity to address students' social, and emotional health needs.
Priority Initiatives	<ol style="list-style-type: none">1. Educate parents and the community regarding social, emotional and physical elements that impact learning through the use of developmentally appropriate dialogue2. Maintain consistent protocols and communication across all district schools3. Enlist local support agencies to provide wrap-around services



Domain 5 Implementation Timeline and Responsible Parties

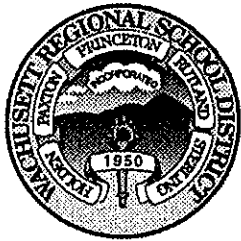
Strategic Objective 5A	Build an understanding of social, emotional and physical health as factors affecting learning.
Timeline	2019-2021
Responsibility	Central office administration, building administrators and teaching staff

With the addition of a Director of Social and Emotional Learning, the District has taken an important step forward in our capacity to develop a long term, consistent approach to identifying effective research based practices that support student health, educating educators on students needs, and developing a lasting system of support. Schools have prioritized student needs by creating Student Success Teams, modifying classroom schedules to provide time for organizing, support through the Signs of Suicide program for our upper middle and high school students, participation in the 3S Academy (Systemic Student Support) run through the Rennie Center, and much more. There are currently full time middle school counselors in all of the middle/k-8 schools who provide critical SEL support, with a plan to add these positions to all elementary schools in the next few years.

Strategic Objective 5B	Engage families and the community in a partnership to increase the district's capacity to address students' social, and emotional health needs.
Timeline	2019-2021
Responsibility	Central Office administration

Assisting our community and families around SEL needs continues to be a focal point of this objective, Wachusett has partnered with William James College in Newton, MA to help facilitate outpatient counseling referrals through the Interface Program. The District piloted a successful partnership with Interface for the last two years with our high school students, so we are pleased to offer this service district wide. Students in any district grade level may benefit from this partnership, along with their family members. This service is also available to any community member who reside in one of our five towns.

Information contained in this update was provided by the Superintendent of Schools, the Deputy Superintendent, the Curriculum Supervisor, the Literacy Supervisor, the Director of Social-Emotional Learning, the English Language Learning Coordinator, and the Building Principals.



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

July 16, 2019

Ms. Samantha Frongillo
Program Coordinator
Executive Office of Public Safety and Security
Office of Grants and Research
10 Park Plaza, Suite 3720
Boston, MA 02116

Dear Ms. Frongillo:

Attached are the required documents in connection with the recently awarded Safer Schools and Communities "Local Equipment and Technology" grant, documents I have reviewed and signed. On behalf of the Wachusett Regional School District, please accept our appreciation for this grant award.

Should you have any questions, please contact Daniel Deedy, Director of Business and Finance, (508) 829-1670 Ext. 226 or daniel_deedy@wrsd.net.

Thank you for the opportunity to apply for these funds.

Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee
Daniel Deedy, Director of Business and Finance

DM:rlp
Attachments



OFFICE OF THE GOVERNOR
COMMONWEALTH OF MASSACHUSETTS
STATE HOUSE • BOSTON, MA 02133
(617)725-4000

CHARLES D. BAKER
GOVERNOR

KARYN E. POLITO
LIEUTENANT GOVERNOR

July 12, 2019

Darryl McCall, Superintendent
Wachusett Regional School District
1745 Main Street
Jefferson MA, 01522

Dear Superintendent McCall:

Congratulations! We are pleased to inform you that the **Wachusett Regional School District** has been awarded **\$43,846.00** for the Safer Schools and Communities "*Local Equipment and Technology*" grant opportunity offered by the Executive Office of Public Safety and Security's Office of Grants and Research (OGR).

Additional correspondence, including all the necessary documents required to make this award official will be forthcoming from OGR.

In the meantime, if you have any questions, please feel free to email Samantha Frongillo at: Samantha.Frongillo@mass.gov or on the telephone at: 617-725-3326.

Once again, congratulations on your award and we look forward to working with you and your community on this important public safety initiative.

Sincerely,

Handwritten signature of Charles D. Baker in black ink.

Governor Charles D. Baker

Handwritten signature of Karyn E. Polito in black ink.

Lieutenant Governor Karyn E. Polito



**The Commonwealth of Massachusetts
Executive Office of Public Safety & Security**

Office of Grants & Research

Ten Park Plaza, Suite 3720-A

Boston, Massachusetts 02116

Tel: (617)725-3301

Fax: (617)725-0260

www.mass.gov/ogr

Charles D. Baker
Governor

Karyn Polito
Lieutenant Governor

Thomas A. Turco, III
Secretary

Kevin Stanton
Executive Director

July 12, 2019

Darryl McCall, Superintendent
Wachusett Regional School District
1745 Main Street
Jefferson MA, 01522

Dear Superintendent McCall:

On behalf of the Executive Office of Public Safety and Security's Office of Grants & Research (OGR), I am pleased to inform you that the **Wachusett Regional School District** has been awarded **\$43,846.00** in state funding from the **Safer Schools and Communities "Local Equipment and Technology" grant competition**.

Additional correspondence, including all the necessary documents required to make this award official will be included in your award email. **Please note, your official start date will be the date that your returned contract is signed and dated by OGR and will terminate on December 31, 2019.** Costs incurred prior to the date of the contract being fully executed will not be eligible for reimbursement.

In the meantime, if you have any questions, please feel free to contact Samantha Frongillo at Samantha.frongillo@mass.gov or on the telephone at 617-725-3326.

Congratulations on your award and I look forward to working with you and your staff on this important public safety initiative.

Sincerely,

Kevin Stanton
Executive Director

**A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019**

Contents of the Plan: The District-wide Bullying Prevention and Intervention Plan shall include:

- (a) descriptions of and statements prohibiting bullying, cyber-bullying, and retaliation;
- (b) procedures for students, staff, parents, guardians, and others to report bullying or retaliation;
- (c) a provision that reports of bullying or retaliation may be made anonymously but that no disciplinary action shall be taken against a student solely on the basis of an anonymous report;
- (d) a provision that any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action;
- (e) procedures for promptly responding to and investigating reports of bullying or retaliation;
- (f) procedures for collecting, maintaining and reporting bullying incident data;
- (g) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior.
- (h) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection
- (i) strategy for providing counseling or referral to appropriate services for aggressors, targets and appropriate family members;
- (j) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator; provided, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation
- (k) provision for the notification of local law enforcement agencies if the principal reasonably believes that criminal charges may be pursued against the aggressor;
- (l) provision for annual and ongoing professional development to build the skills of all staff to prevent, identify, and respond to bullying. The content of such professional development training shall be in accordance with the requirements of M.G.L. c.71,§37O;
- (m) provision for the implementation of a research-based anti-bullying curriculum in grades PK-12 and for informing parents regarding the curriculum contents, the dynamics of bullying, and online safety and cyber-bullying and strategies for reinforcing the curriculum at home; and
- (n) the specific steps that the District shall take to support vulnerable students and to provide all students with the skills, knowledge, and strategies needed to prevent or respond to bullying or harassment.

A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019

(a) descriptions of and statements prohibiting bullying, cyber-bullying, and retaliation;

Page 5 of the BPIP:

Bullying -The repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his/her property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying: Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Hostile Environment: A situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the target's education.

Target /Victim: A student who has been subject to bullying or retaliation by another student or group of students.

Aggressor/ Perpetrator: A student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages, either individually, or as part of a group, in bullying, cyberbullying or retaliation.

Local law enforcement agency: local police department

Principal: The administrative leader of a school in the Wachusett Regional School District or his/her designee for the purposes of investigating and responding to reports of bullying, cyber-bullying or retaliation.

A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019

Retaliation: Intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Retaliation is strictly prohibited and will result in disciplinary action.

A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019

(b) procedures for students, staff, parents, guardians, and others to report bullying or retaliation;

Page 8 of BPIP:

A. Reporting Bullying or Retaliation Requirements:

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member will be recorded in writing. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. When reporting in writing, administrators, teachers, parents, school bus drivers, cafeteria workers, playground monitors, and any and all other staff and community members can access the “Bullying, Cyber-bullying, Retaliation Incident Referral Form” in the Main Office of the school, guidance/school psychologist’s office, the nurse’s office, the Wachusett Regional School District

1. Reporting by Staff: A staff member will promptly report to the principal or designee any instances of bullying or retaliation witnessed by the staff member or that is reported to the staff member by a student, parent, or other individual and then follow up with an Incident Referral Form. The requirement to notify the principal shall not, however, limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline. (see Appendix A for reporting form)

2. Reporting by Students: Parents or Guardians, and Others: In an effort to keep its students safe, the Wachusett Regional School District believes that it is the responsibility of students, parents, guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Any individual who wishes to file such a complaint may request, and shall be provided with, assistance from a school staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. The filing of a false or fabricated complaint of bullying, cyberbullying, or retaliation is strictly prohibited and shall result in disciplinary action. (see Appendix A for reporting forms)

A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019

(c) a provision that reports of bullying or retaliation may be made anonymously but that no disciplinary action shall be taken against a student solely on the basis of an anonymous report;

Page 8 of the BPIP:

A. Reporting Bullying or Retaliation Requirements:

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member will be recorded in writing. A school or district staff member is required to report immediately to the principal or designee or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor, any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. When reporting in writing, administrators, teachers, parents, school bus drivers, cafeteria workers, playground monitors, and any and all other staff and community members can access the "Bullying, Cyber-bullying, Retaliation Incident Referral Form" in the Main Office of the school, guidance/school psychologist's office, the nurse's office, the Wachusett Regional School District

A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019

(d) a provision that any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action;

Page 9 of the BPIP:

2. Reporting by Students, Parents or Guardians, and Others:

In an effort to keep its students safe, the Wachusett Regional School District believes that it is the responsibility of students, parents, guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Any individual who wishes to file such a complaint may request, and shall be provided with, assistance from a school staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. The filing of a false or fabricated complaint of bullying, cyberbullying, or retaliation is strictly prohibited and shall result in disciplinary action. (see Appendix A for reporting forms)

**A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019**

(e) procedures for promptly responding to and investigating reports of bullying or retaliation;

Page 9 of the BPIP:

B. Responding to Report of Bullying, Cyberbullying or Retaliation Allegations of Bullying by a Student

1. Safety

Once an initial report of bullying or retaliation has been brought to the attention of school personnel, the designated school personnel will take appropriate action(s) to maintain a sense of safety for all parties involved in the report, including the target, the aggressor and the reporting party (if it is a student). Once designated school personnel have made a determination regarding the validity of the report, additional steps and modifications will be made to keep students safe. In creating a safety plan appropriate accommodations may be indicated to limit the interaction between the target and the aggressor throughout the course of the school day. This would include but is not limited to, the classroom setting, the cafeteria, recess and school bus seating assignment. The Principal or his/her designee will implement safeguards to ensure that all students involved in the incident are protected during the course of the investigation process. All students will be reminded by the Principal or his/her designee that retaliation is strictly prohibited and will result in disciplinary action.

2. Investigation

- The Principal or his/her designee will promptly investigate all reports of bullying, cyberbullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.
- The Principal or his/her designee will determine if police interaction is deemed necessary.
- During the investigation, the Principal or his/her designee will interview students, staff, witnesses and parents or guardians.
- The Principal or his/her designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and may result in disciplinary action.
- Interviews will be conducted by the Principal or his/her designee, in consultation with the school counselor as necessary.
- To the extent practicable, the Principal or his/her designee will maintain confidentiality throughout the investigative process and will maintain a written record of the investigation.
- Procedures for investigating reports of bullying, cyberbullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the Principal or his/her designee will consult with legal counsel about the investigation.

A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019

(f) procedures for collecting, maintaining and reporting bullying incident data;

Page 20 of the BPIP:

Bullying, Cyber Bullying, and Retaliation Incident Referral Form

Student Reporting Form for Bullying and Retaliation

A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019

(g) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior.

Page 11 of the BPIP:

The appropriate range of consequences, subject to due process where appropriate, may include, but are not limited to:

- a. Report to law enforcement
- b. Expulsion
- c. Referral to outside agency
- d. Reassignment of classes
- e. Reassignment of seats in lunch, bus, class, etc.
- f. Out-of-school suspension
- g. In-school suspension
- h. Detention
- i. Loss of privileges (including before and after school activities)
- j. Temporary removal from the classroom
- k. Verbal reprimand

**A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019**

(h) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection

Page 9 of the BPIP:

1. Safety

Once an initial report of bullying or retaliation has been brought to the attention of school personnel, the designated school personnel will take appropriate action(s) to maintain a sense of safety for all parties involved in the report, including the target, the aggressor and the reporting party (if it is a student). Once designated school personnel have made a determination regarding the validity of the report, additional steps and modifications will be made to keep students safe. In creating a safety plan appropriate accommodations may be indicated to limit the interaction between the target and the aggressor throughout the course of the school day. This would include but is not limited to, the classroom setting, the cafeteria, recess and school bus seating assignment. The Principal or his/her designee will implement safeguards to Ensure that all students involved in the incident are protected during the course of the investigation process. All students will be reminded by the Principal or his/her designee that retaliation is strictly prohibited and will result in disciplinary action.

**A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019**

(l) provision for annual and ongoing professional development to build the skills of all staff to prevent, identify, and respond to bullying. The content of such professional development training shall be in accordance with the requirements of M.G.L. c.71,§37O;

Page 17 of the BPIP:

- A. Annual staff training on the Bullying Prevention and Intervention Plan. School- based annual training for all school staff by the building Principal or designee will include:
 - Staff responsibilities under the new law
 - An overview of the steps that the Principal or his/her designee will follow upon receipt of a report of bullying, cyberbullying or retaliation
 - An overview of the bullying prevention curricula to be offered at all grade levels throughout the district. Staff members hired after the start of the school year will be required to participate in this school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing district- wide professional development. The goal of professional development is to establish a common understanding of the tools available for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build upon the skills of staff members to prevent, identify, and respond to bullying incidents. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development, will be informed by research and will include information on:
 - Effective and developmentally or age-appropriate strategies to prevent bullying;
 - Developmentally or age-appropriate strategies for immediate, effective interventions to stop bullying incidents;
 - Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to bullying;
 - Current research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
 - Current information on the incidence and nature of cyberbullying; and
 - Internet safety curriculum with reference to cyber-bullying as “unacceptable” behavior.

Professional development will also continue to address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students’ Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects their social skills development. Additional areas identified by the Wachusett Regional School District for professional development may include:

- Increasing the overall level of mental health services in our schools so that all students will experience kindness and compassion
- Making sure our classrooms and schools are psychologically safe for all students and staff

A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019

- Promoting a deeper understanding of respect so that our language and behavior reflects respect for everyone (modeling)
- Teaching tolerance and respect for the diversity and differences that exists in people
- Building rapport with the families of our community so that we all see the value of safe schools and are willing to support this new anti-bullying initiative
- Managing classroom behaviors so that we can break the cycle of nonproductive behavior
- Using intervention strategies which will allow all participants to refrain from aggressive behavior and see the real benefits of tolerance and respect
- Proactively teaching our students that actions come from the contents of our thoughts and that a big part of growing up is learning that we don't have to act on all of our thoughts

A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019

(j) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator; provided, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation

Page 13 of the BPIP:

5. Notification Obligation

- Notice to Parents or Guardians Once an assessment of bullying, cyberbullying or retaliation has been made and been deemed valid, the Principal or his/her designee will immediately inform the parent(s) or guardian of the target and the aggressor of the incident. At this time, parents/guardians will also be informed of the investigation and disciplinary procedures that may follow. There may be incidents where parents are notified prior to the Investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

**A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019**

(k) provision for the notification of local law enforcement agencies if the principal reasonably believes that criminal charges may be pursued against the aggressor

Page 13 of the BPIP:

Notice to Law Enforcement

At any point after receiving and/or investigating a report of bullying, cyberbullying or retaliation, if the Principal or his/her designee has determined that the incident has elevated to a level that is believed to be criminal in nature, charges may be pursued against the aggressor. The Principal will notify the local law enforcement agency of said incident. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or his/her designee will contact the local law enforcement agency if he or she has reasonable evidence to believe that criminal charges may be pursued against the aggressor. In making this 13 determination, the Principal will, (consistent with the Plan and with applicable school or district policies and procedures), consult with the School Resource officer, or other individuals he/she deems appropriate.

**A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019**

(m) provision for the implementation of a research-based anti-bullying curriculum in grades PK-12 and for informing parents regarding the curriculum contents, the dynamics of bullying, and online safety and cyber-bullying and strategies for reinforcing the curriculum at home;

Page 23 of the BPIP (Appendix B)

Second Step: (K - 8) Second Step is a universal intervention designed for use with all students in a school. Second Step teaches students how to effectively manage their emotions and demonstrate self-control. Research indicates that children who learn and use these skills do better in school academically. Direct observation of student behavior in various settings (i.e., classroom cafeteria, and playground) during different stages of the intervention (i.e., baseline, two weeks after completion, and 6 months after completion) revealed decreases in physical aggression and increases in neutral and pro-social behavior. Link for further information:

http://www.cfchildren.org/Portals/1/SS_BPU/BPU_DOC/SEL_Bullying_Paper.pdf Responsive Classroom: (K - 8) Responsive Classroom is a research-based approach to K-8 teaching that focuses on the strong link between academic success and social-emotional learning (SEL). We believe that a high-quality education for every child is built on the foundation of a safe and joyful learning community. Link for further information:
<https://www.responsiveclassroom.org/about/research/>

PBIS: Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. Link for further information, Elementary: <http://www.pbis.org/resource/785>
Link for further information, Middle / High School: <http://www.pbis.org/resource/900>

MARC (Massachusetts Aggression Reduction Center) K-5 Bullying and Cyberbullying Curriculum The goal of this curriculum is to educate children in grades K-5 about bullying and cyberbullying, and to raise their awareness about how these behaviors impact children. It utilizes both Teacher-As-Educator and Peer Learning Models. Link for further information:
<http://marccenter.webs.com/Evaluation%20of%20the%20Massachusetts%20Aggression%20Reduction%20Center%20K-2.pdf>

Grades 6-12 Advisory Curriculum (Bullying & Cyberbullying) This is a bullying, cyberbullying, and cyber-behaviors curriculum, designed for use by grades 6 through 12. The Curriculum is divided into Lesson Plans designed to be conducted in a 20-minute period of time. The intention is to enable schools to use the Curriculum either during Advisory Periods regular class periods. Link for further information: <http://marccenter.webs.com/advisory-curriculum>

A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019

High School Cyber-skills Curriculum The goal of this research-based curriculum is to increase the knowledge and awareness of children in grades 9-12 about cyber-skills. Link for further information: <http://marccenter.webs.com/hscyberskills>

A Comparison:
WRSD Bullying Prevention and Intervention Plan v WRSDC Policy 6438
8/12/2019

(n) the specific steps that the District shall take to support vulnerable students and to provide all students with the skills, knowledge, and strategies needed to prevent or respond to bullying or harassment

Page 13 of the BPIP:

Non-Academic Bullying Prevention Efforts:

- Administration will review student behavioral expectations during grade level assemblies during the first week of school.
- The definition of bullying, cyberbullying and retaliation and the protocol for handling incidents of bullying will be emphasized.
- Staff presence will be increased in areas where bullying is most likely to occur; (i.e.) bus arrival and departure locations, hallways, lunchrooms, recess, and near restrooms.
- A variety of evidence - based prevention programs to promote diversity awareness and respect for self and others will be explored and offered. District schools currently use the following programs: Second Step, Responsive Classroom, MARC (Massachusetts Aggression Reduction Center), and PBIS (Positive Behavioral Interventions and Supports) (See Appendix B for full descriptions of these programs)
- Schools will encourage student involvement in school events and extra-curricular activities to reduce isolation and the likelihood of becoming a target of bullying (i.e. Student Council)

Academic Bullying Prevention Efforts:

- Educating students on the life skills and competences for Social and Emotional Learning (Domain 5, Wachusett Regional School District Strategic Plan)
- Meaningful relationships between staff and students will be fostered so that every student will have at least one supportive adult to share concerns with, enhancing their feeling of safety in the school.

**Wachusett Regional School District
and
Town of Holden**

Attachment 10
August 15, 2019

Maintenance Agreement

Agreement made this 23rd day of June 2019, between the **Town of Holden**, a municipal corporation with a usual place of business at 1204 Main Street, Holden, Massachusetts, hereinafter referred to as "Holden" and the **Wachusett Regional School District**, a regional school district organized according to law with a usual place of business at 1745 Main Street, Jefferson, Massachusetts, hereinafter referred to as "Wachusett";

Whereas the parties entered into a School Lease Agreement dated July 1, 2016, wherein Holden was the Lessor and Wachusett was the Lessee regarding certain premises known as Dawson Elementary School, Mayo Elementary School, Davis Hill Elementary School, and Mountview Middle School, each located in the Town of Holden, Massachusetts; and

Whereas said Lease Agreement provided that the Lessor was to provide certain services to the Lessee (Paragraph 5.1, Municipal Services) and further provided that the Lessee was to pay Lessor an annual maintenance charge (Paragraph 5.3);

Now therefore, for good and valuable consideration the receipt of which is acknowledged, the parties hereby agree as follows:

- 1.) Holden will provide municipal services including maintenance of athletic fields and parking lot maintenance, including plowing, sanding and sweeping, for the term of this Agreement.
- 2.) Wachusett will pay Holden, in two equal payments, to be billed by Holden in November and May the following sum for said services included in paragraph 1:

FY 2020	\$24,372.90	per school
FY 2021	\$24,860.36	per school
FY 2022	\$25,357.57	per school

Said amount is based on the four (4) sites of Dawson Elementary School, Mayo Elementary School, Davis Hill Elementary School, and Mountview Middle School.

- 3.) The term of the new Maintenance Agreement shall be for three years commencing July 1, 2019 and terminating June 30, 2022.
- 4.) Lessee and Lessor will agree to have at least one (1) shared inspection of the facilities per year for the purpose of assessment and identification of needed repairs and improvements.
- 5.) Lessee agrees that Lessor has the right to have conditional use of the facilities for the purposes of establishing a town emergency shelter whenever deemed necessary by Lessor.

**Wachusett Regional School District
and
Town of Holden**


Maintenance Agreement

- 6.) A successor agreement to this Maintenance Agreement shall be negotiated consistent with Paragraph 5.3 of the Lease Agreement.


Agreed this 9th day of May 2019

Wachusett Regional School District

Town of Holden


Superintendent of Schools

5/19/19
Date


Holden Town Manager

6/23/19
Date

Two Day Administrative Retreat

Wednesday and Thursday, August 14 & 15, 2019

Media Center
Wachusett Regional High School

Agenda for DAY 1 (Wednesday, August 14th)

Attendees: Principals (only) and Central Office Executive Staff

Wednesday, August 14th

- | | |
|----------|--|
| 8:00 AM | Coffee |
| 8:15 | Welcoming Comments and Introductions |
| 8:30 | 2019-2020 District & Central Office Goals <ul style="list-style-type: none">● Strategic Plan Update● Superintendent's Goals |
| 9:30 | 2019-2020 Professional Development Planning <ul style="list-style-type: none">● Full/Half Day Professional Development Plans and Themes● Professional Development Planning Brainstorm● Administration Professional Development Survey● 2019-2020 PLT/Curriculum Meetings |
| 10:30 | Break |
| 10:45 | 2019-2020 Principal Goal Setting <ul style="list-style-type: none">● Principal Goal Setting (personal and professional)<ul style="list-style-type: none">○ Self-Assessment○ Principal/School Leader Rubric● Updates to School Improvement Plans |
| 12:00 | Lunch (provided) |
| 12:45 PM | FY20 Budget Development – Zero-Based Budget Discussion |
| 1:45 | ALICE/School Safety – online training <ul style="list-style-type: none">● Discussion, review, plans for implementation of ALICE District-wide● Lockdown/Shelter-in-Place Drills |
| 2:45 | Discussions about and planning for: <ul style="list-style-type: none">● Beginning of School<ul style="list-style-type: none">○ August 26th Staff Orientation Day Agenda○ August 27th First Day of School○ August 28th First Day of School for Kindergarten Students |

- Mandated Trainings
 - On Website
 - PowerPoint Slides
- PLT & Curriculum meetings/schedule
- Special Education - Building level

3:15 Day 1 Surveys

3:30 Adjournment

Two Day Administrative Retreat

Wednesday and Thursday, August 14 & 15, 2019

Media Center

Wachusett Regional High School

Agenda for DAY 2 (Thursday, August 15th)

Attendees: "Expanded Administrative Team"

Thursday, August 15th

- | | |
|---------|---|
| 8:00 AM | Coffee |
| 8:15 | Welcome Back |
| 8:30 | Attorney Matt MacAvoy, Overview of Bullying Prevention and Intervention |
| 10:00 | Break |
| 10:15 | Continuation of Bullying Presentation |
| 12:00 | Lunch (provided) |
| 12:45 | Implementation of ReadySub |
| 1:00 | Documenting incidents of bullying/disciplinary action(s) in PowerSchool |
| 1:15 | Medicaid Reporting |
| 1:45 | Goal Setting – Principals and Assistant Principals <ul style="list-style-type: none">• Assistant Principal Rubric• Supervisor/Coordinator Rubric• Specialized Instructional Support Administrator |
| 3:00 | Professional Development Plan Survey |
| 3:15 | Day 2 Survey |
| 3:30 | Adjournment |

THE WACHUSETT REGIONAL SCHOOL DISTRICT

STUDENT DISCIPLINE

AUGUST 15, 2019



Matthew W. MacAvoy, Esq.
Nuttall, MacAvoy & Joyce, P.C.
1020 Plain Street
Marshfield, MA 02061
781-837-7428
www.nmjedlaw.com



Constitutional Due Process Rights



- All students are entitled to due process prior to the imposition of any disciplinary exclusion.
- *Goss v. Lopez (U.S. Supreme Court, 1975)*
The amount of process due is governed by the length of the exclusion contemplated.
 - 10 consecutive school days or less (Short Term Exclusion)
 - Informal Process
 - More than 10 consecutive school days (Long Term Exclusion)
 - Formal Proceedings



Student Discipline Applicable Federal and State Laws



Massachusetts Statutes

- M.G.L. c.76, §16
- M.G.L. c.71, §37H
- M.G.L. c.71, §37H ½
- M.G.L. c.71, §37H ¾
- M.G.L. c.76, §21

Massachusetts Regulations

- 603 CMR 53.00

Federal Statutes

- The Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act of 1973

Federal Regulations

- 34 CFR §300.530-537



M.G.L. c.76, §16

If a student is wrongfully excluded from school, the student shall have the right to recover monetary damages.

* A student will be considered to have been “wrongfully excluded” if the District fails to provide the student with the due process required under applicable state statutes and regulations.





M.G.L. c.71, § 37H *Weapons, Drugs and Assault*



- A Principal has authority to permanently expel a student for the following conduct:
 - **Possession of a dangerous weapon**
 - Principal's determination
 - **Practice note:** For purposes of unilateral removal of a student with a disability, "dangerous weapon" is defined by the U.S. Code: "a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length."
 - **Possession of a controlled substance (as defined in c.94C)**
 - Marijuana = controlled substance
 - Alcohol ≠ controlled substance
 - **Assault on Staff**
- Principal must conduct **formal hearing** at which:
 - student has right to counsel (at private expense);
 - to examine the evidence against the student;
 - and to present evidence in own defense.
- Student may appeal decision to expel in writing to Superintendent or designee within 10 calendar days.



M.G.L. c.71, § 37H1/2 *Felony Charges*

- Suspension
 - Principal may suspend based on the issuance of felony charges where Principal determines that the student's continued presence would have a substantial detrimental effect on the welfare of the school.
 - Principal must provide written notice of charges and basis for decision prior to imposition of suspension and notice of appeal process.
 - * A student suspended in accordance with M.G.L. c. 71, § 37H1/2 will generally be suspended "pending resolution of the felony charge(s) against him."
- Expulsion
 - Upon being convicted of a felony or upon an adjudication or admission of guilt in court, a student may be expelled if the Principal determines that the student's continued presence would have a substantial detrimental effect on the welfare of the school



37H and 37H1/2 Due Process

- Under circumstances presented with 37H and 37H1/2 violations, it is generally not possible to provide written notice of, and to conduct, an immediate long-term suspension/expulsion hearing at which the student has the right to counsel.
- Accordingly, when there is an allegation of a 37H or 37H1/2 violation:
 - Bring the student to the office
 - Conduct a preliminary, informal hearing at which the student is informed of the alleged violation and provided with an opportunity to respond.
 - Where appropriate, suspend the student on an “interim basis” for 10 school days or less pending a formal long-term suspension/expulsion hearing
 - Issue written notice of interim action taken and of the long-term suspension/expulsion hearing
 - Written notice must specifically state that the suspension is an “interim” suspension.
- Conduct a long-term suspension/expulsion hearing within 10 school days at which:
 - Student has right to counsel
 - Is provided with the opportunity to examine the evidence and witnesses
 - Is provided with the opportunity to present evidence and witnesses in his/her defense

Criminal Justice Reform Law

Chapter 69 of the Acts of 2018

- New Diversion path created – c. 69, § 75 of the Acts of 2018
 - Allows judge to divert a juvenile prior to arraignment
 - Juveniles may ask for diversion prior to arraignment of a delinquency charge. This can continue case for 14 days.
 - Juvenile who has been diverted can have case continued for 90 days without arraignment.
- Impacts school discipline proceedings under M.G.L. c. 71 § 37H1/2
 - Student may be suspended upon *issuance* of a felony delinquency complaint
 - § 75 specifically precludes school officials from using a juvenile’s eligibility for diversion as “issuance of a criminal complaint” for purposes of § 37H1/2





Substantial Detrimental Effect: Practice Tips

- Principals have broad discretion to determine whether the student will have a substantial detrimental effect on the general welfare of the school. Generally, in the case of violent offenses, possession of weapons, or sexual assaults, the Principal can permissibly make a determination that if the student were to return to school he or she may attempt to engage in similar behavior with other students, or that the student's presence may create retaliatory acts by other students in the school.
- *Doe v. Stoughton*, 431 Mass. 1 (2002) - Substantial detrimental effect may be inferred based on the nature of the conduct underlying the felony charge.
- *Doe v. Winchendon*, (Ma.Super. June 28, 2004) - The court found that, under M.G.L. c. 71, § 37H1/2, Principal's decision to suspend a student should be overturned only if decision was "arbitrary, capricious or irrational."

M.G.L. c.71, § 37H1/2 Appeals

- Student may appeal suspension or expulsion pursuant to M.G.L. c.71, § 37H1/2 to Superintendent w/in 5 calendar days.
- Superintendent must hold hearing within 3 calendar days of receipt of appeal.
- Superintendent must issue written decision on appeal within 5 calendar days of hearing.



M.G.L. c. 71, § 37H3/4

“Non-Statutory Offenses”

- Governs due process requirements for students subject to exclusion from school for non-37H and 37H ½ offenses (“non-statutory offenses”)
 - Examples of violations within the scope of the statute:
 - Bullying
 - Harassment
 - Theft
 - Destruction of Property
 - Possession of Alcohol
 - Student on Student Assault



Massachusetts Student Discipline Regulations 603 CMR 53.00



Apply only to offenses outside the scope of
M.G.L. c. 71, § 37H or 37H1/2.



Definitions

603 C.M.R. 53.02

- **In-School Suspension:** Removal of a student from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days, or no more than 10 school days cumulatively, for multiple infractions in a school year.
- **Short-Term Suspension:** Removal of the student from the school premises and regular classroom activities for 10 consecutive school days or less or no more than 10 school days cumulatively, for multiple infractions in a school year.
- **Long-Term Suspension:** Removal of the student from the school premises and regular classroom activities for more than 10 consecutive school days, or more than 10 school days cumulatively for multiple disciplinary offenses in any school year.
- **Expulsion:** Removal of a student from the school premises for more than ninety (90) school days in a school year, indefinitely, or permanently, as permitted under M.G.L. c. 71, §§ 37H or 37H½.
- **Principal:** Instructional administrative leader of a public school or his/her designee for purposes of discipline.



In-School Suspension

603 C.M.R. 53.10

May impose In-School Suspension 10 school days or less in a school year provided the student has the opportunity to make academic progress during the In-School Suspension.

The Principal must:

- 1) Inform the student of the disciplinary offense and provide an opportunity to respond.
- 2) Provide oral notice (on the same day) to the parents of the Principal's determination and the length of the In-School Suspension.
- 3) Make reasonable efforts (at least 2 telephone calls) to invite the parents to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior.
- 4) On the day of the In-School Suspension, Principal must **deliver** written notice to the parents of the basis for and length of the in-school suspension and inviting the parents to meet to discuss the student's behavior if such a meeting has not already occurred.

In-School Suspension

Question: If a teacher sends a student to the assistant principal's office due to behavior issues and the student returns to class following a discussion with the assistant principal, does that lost class time count as an In-School Suspension?

•Answer: For purposes of ISS, the time does not count if it is less than half of the time that the school is in session that day, provided the student is not removed from class in this manner on a recurring basis.

Question: If a student is sent home due to behavior for less than half of the school day, does that count as a day of suspension?

Answer: Yes. That will count as a day of suspension



Out-of-School Suspension Written Notice



- May not impose an out-of-school suspension as a consequence for a disciplinary offense without first providing the student and the parent:
 - oral and written notice; and
 - the opportunity to be heard.
- For all suspensions, the written notice must include:
 - Identification of the alleged disciplinary violation; the basis for the charge; the potential length of the student's suspension; the opportunity for the student to be heard and the parent to participate; date, time and location of the hearing; notice of right to have translation services if needed; notice of right to make academic progress during any removal from school that may be imposed . 603 C.M.R. §53.06.
 - Must be provided in English and in the primary language of the student's home.

If the student is potentially subject to Long-Term Suspension (more than 10 consecutive or cumulative school days), the notice must also include:

 - Notice of opportunity to review records; right to be represented by counsel; right to produce witnesses and to present an explanation of the incident; right to cross-examine witnesses presented by the district; and the right to request that the hearing be audio recorded by the Principal. 603 C.M.R. § 53.08(3).
- Notice may be by email.



Calculating Days of Suspension

Question: A student has served ten (10) days of Short-Term Suspension. If the student commits an offense for which a two (2) day ISS is possible, does the principal have to follow the procedures for a long-term suspension?

- Answer: Yes; since the result could be that the student is suspended for more than ten cumulative days, the procedures required for long-term suspension apply.



Out-of-School Suspension – Due Process

Question: What is the Principal's obligation to schedule a hearing on the day or at the time that a parent requests?

- Answer: The Principal must be willing to consider a reasonable request for a short extension or a different time on the date the principal has proposed....A request for an extension of a day or two would be reasonable in most cases. The principal can also place the student in in-school suspension during the delay.

Question: What about students 18 years of age or older?

- Answer: The 18 year old is entitled to participation in all aspects of the discipline process. The parent continues to have the right to receive notice and the opportunity to participate in the discipline hearing and appeals.



Temporary Exclusions – Due Process

Question: Can a Principal send a student home from school for misconduct without complying with 603 CMR 53.00 if the student would miss less than half of the school day?

- Answer: No; an involuntarily removal from school is a suspension and must be counted as such. It is not permissible for a principal to remove a student from school involuntarily for misconduct at any point in the school day without complying with 603 CMR 53.00.



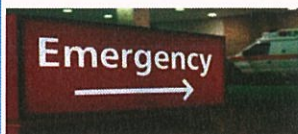
Calculating Days of Suspension

Question: If a student moves from one district to another during the school year, do the days of suspension from the previous school district count for the purpose of calculating the numbers of days of suspension?

- Answer: No. The suspensions from the other school district do not count for the purposes of M.G.L. c. 71, 37H $\frac{3}{4}$.

Question: Do the days of suspension for a 37H offense (drugs, dangerous weapon, assaults on staff) or 37H $\frac{1}{2}$ offense (felony charge) count toward the 90-day limit on suspension or toward the determination of when a long-term suspension hearing should be held?

- Answer: No. Only count the days suspended pursuant to 37H $\frac{3}{4}$.



Emergency Removals

603 C.M.R. 53.07

- Principal may remove a student temporarily (up to 2 school days following initial removal) when:
 - A student is charged with a disciplinary offense; and the continued presence of the student poses a danger to persons or property, or would substantially and materially disrupt the order of the school and, in the principal's judgment, if there is no alternative available to alleviate the danger or disruption.
- Principal must:
 - Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal and of the reason for the need for emergency removal, and the notice requirements for short-term suspension, including written notice.
 - Make "adequate provisions" for the student's safety and transportation.
 - Conduct a hearing by end of 2nd school day following removal.



Medical Removals

Question: If a nurse or school administrator calls a mental health crisis unit or ambulance on behalf of a student who experiences an emotional/mental health crisis, does the "removal" count as suspension?

- Answer: No. If the removal is to secure medical or clinical treatment and is not a disciplinary response, the absence from school is not considered a suspension or removal for disciplinary purposes.

Question: Can a school require that the parent(s) produce a safety or medical clearance from a physician before the student is allowed to return to school?

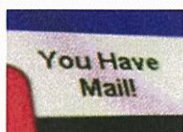
Answer: No. A Student cannot be excluded following a clinical/medical removal without due process.

Principal's Hearings

603 CMR 53.08



- Short-Term Suspension Hearing:
 - Principal must provide the student and parents (if present) with the opportunity to dispute the charges and to present information, including mitigating facts, for the Principal to consider in determining whether remedies and consequences other than suspension may be appropriate.
 - **No right to counsel at a short-term suspension hearing.**
- Long-term Suspension Hearing
 - In addition to the rights afforded in a short-term suspension hearing, the student and parents have the following rights:
 - The opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student;
 - the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 - the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident;
 - the right to cross-examine witnesses presented by the school district;
 - the right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request.

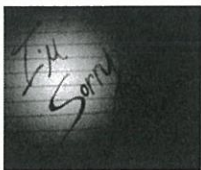


Principal's Written Decision:

Short-Term Suspension

603 C.M.R. 53.08(2)(c)

- Notice of the disciplinary determination must be in writing and must include:
 - the reasons for the determination;
 - the type and duration of suspension; and
 - notice of the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal.
- If the student is in grades K-3, the principal must, before the Short-Term Suspension takes effect,:
 - Send the copy of the written determination to the superintendent and
 - Explain the reasons for imposing an out-of-school suspension.



Long-Term Suspension Alternatives

- Prior to imposing a long-term suspension under 37H3/4, a Principal “shall consider ways to reengaged the student in learning and avoid long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.”

603 C.MR. 53.05



Principal's Written Decision Long-Term Suspension

603 CMR 53.08(3)(d)

- If the Principal decides to impose a Long-Term Suspension, the written notice of the determination must:
 - Identify the offense, the date of the hearing, and the participants at the hearing;
 - Set out the key facts and conclusions reached by the principal;
 - Identify the length and effective date of the suspension, as well as the date of return to school;
 - Include notice of the opportunity to receive education services during the period of exclusion;
 - Inform student of the right to appeal and the process for making such an appeal; and
 - Include notice that the suspension will remain in effect unless reversed on appeal.



Disciplinary Limitations

603 CMR 53.00

- Except for students who are charged with §37H or §37H1/2 offense, **no student may be placed on Long-Term Suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year** beginning with the first day that the student is removed from school.
- Except for students who are charged with a §37H or §37H1/2 offense, no Long-Term Suspension may extend beyond the end of the school year.

Appeals to Superintendent

603 CMR 53.09



- A student has the right to appeal:
 - Any Long-Term Suspension Imposed by the Principal
 - Any Short-Term Suspension that will result in the student's suspension for more than 10 school days in a single school year
 - An In-School Suspension that will result in a student's In-School Suspension for more than 10 school days in a single school year
- **A student does not have the right to appeal a Short-Term Suspension.**
- The student and parents have five (5) calendar days from the effective date of the suspension to appeal
 - Must be granted an extension of seven (7) calendar days upon request.

Appeal Process

603 C.M.R. 53.09



- Hearing to be held within three (3) school days unless the parent agrees to an extension of up to seven (7) additional calendar days.
- Superintendent must make good faith effort to include parents. (Good faith is presumed by written notice to parent.)
- Appeal Hearing
 - Must be audio recorded.
 - Provide student and parents with all the rights afforded at the Principal's hearing.
- Appeal Decision
 - Written decision to be issued within five (5) calendar days of the appeal hearing.
 - Decision must:
 - Identify the offense, the date of the hearing, and the participants at the hearing;
 - Set out the key facts and conclusions reached by the Superintendent;
 - Identify the length and effective date of the suspension, as well as the date of return to school;
 - Include notice of the opportunity to receive education services during the period of exclusion;
- Appeal decision is final.

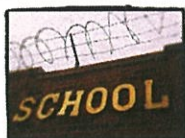


Academic Progress and Education Services

M.G.L. c. 76, § 21

603 C.M.R. 53.13

- Suspension of (10) consecutive school days or less
 - Must provide student with opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. No right to direct educational services.
- Suspension of more than ten (10) consecutive school days
 - Must provide the student with the opportunity to receive educational services that will enable the student to make academic progress towards state and local requirements, including the opportunity to make up assignments and earn credits missed, including but not limited to homework, quizzes, exams, papers and projects missed.
- IDEA Eligible Students
 - Must provide FAPE as of 11th day of removal in a school year



Educational Services and Academic Progress

Exclusions of more than 10 consecutive days

- District must provide the student and the parent or guardian with a list of alternative educational services. M.G.L. c.76, §21.
- Upon selection of an alternative educational service by the student and parent or guardian, the school must facilitate and verify enrollment in the service.
- If the student moves to another school district during the period of exclusion, the new district shall either admit the student or provide educational services through the school's Education Services Plan.



Alternative Education Services

Question: Are schools required to include non-core academic subjects among the education services for students suspended for more than 10 consecutive days?

- Answer: The educational services must allow the student "the opportunity...to make academic progress toward meeting state and local requirements." If non-core academic subjects are included in local requirements, they must be included in the education service plan.

Question: What if the student refuses to accept the education services?

- Answer: The school should meet with the student and parent to encourage the student to accept the services. Ultimately, if the student refuses to engage, the school should document its efforts. The school has met its legal obligations because it has provided the student with the opportunity to make academic progress during the suspension.



Responsibility for Providing Alternative Education Services

Question: Does a District have to provide alternative education services to excluded students who move into or out of the District?

- Answer: If the student moves to another school district during the period of exclusion, the new district shall either admit the student or provide educational services through the school's Education Services Plan. M.G.L. c.76, §21.

Question: If the student is suspended or expelled from a charter school, does the charter school have to provide the educational services to the student?

- Answer: Yes.

Question: Does the obligation to provide alternative education services apply to educational collaborative programs?

- Answer: The responsibility for education service ultimately rests with the student's school district, not the educational collaborative.



State Requirements re: Student Discipline Data Collection Remain 603 CMR 53.14

- School districts must collect and annually report data to the DESE regarding all In-School Suspensions, Short-Term Suspensions, Long-term Suspensions, Expulsions, and Emergency Removals, student accessing of alternative education services, and such other information as may be required by the Department.
- Principals must periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status. The Principal must assess the impact of such disciplinary action on selected student populations.
- **Still a requirement despite the U.S. DOE'S rescinding previous guidance.**

Discipline and Students with Disabilities

- The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act impose additional procedural requirements when excluding students with disabilities for disciplinary reasons.
- Students with disabilities are entitled to these supplemental federal procedural protections in addition to the due process protections afforded to all students under applicable state laws and regulations.



Students Entitled to Additional Procedural Safeguards

- **Students with IEPs or §504 Plans**
- **Unidentified Students:**
 - Any student whom the District had reason to know, prior to the incident giving rise to the disciplinary action, might be eligible for special education.
 - Knowledge Test:
 - (1) The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
 - (2) The parent of the child requested an evaluation of the child that has not yet been completed; or
 - (3) The teacher of the child, or other personnel of the District, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

*Where a student is identified as a student whom the District knows or should have known may be an eligible student under Section 504 or the IDEA, and therefore entitled to the additional procedural protection, the District must immediately propose an evaluation of the student's eligibility and, with the parents' written consent, conduct said evaluation on an expedited basis.

Requests for evaluations while the Student is already subject to discipline

- If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, **the evaluation must be conducted in an expedited manner.**
- Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
- If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the District must provide special education and related services upon the written consent of the parents.



Additional Procedural Protections



1. Manifestation determination prior to any removal constituting a “disciplinary change in placement.”
 - Section 504 requires an “evaluation” prior to a disciplinary change of placement. The U.S. Department of Education has determined that compliance with the IDEA due process procedures fulfills the “evaluation” requirement under Section 504. *Springfield School District #186*, 55 IDELR 206 (OCR June 29, 2010)
2. Where appropriate, development of a Functional Behavioral Assessment Plan or review of existing Behavior Intervention Plan.
3. For students with IEPs, educational services as of the 11th cumulative day of removal in the school year.

Procedural Triggers



- For Manifestation Determinations, consideration of any disciplinary sanction that will result in a disciplinary change in placement.
- For services to students with IEPs, removal from educational program for more than 10 cumulative school days in the school year.

Disciplinary Change in Placement



- Disciplinary action that results in removal from the student's educational program for more than 10 consecutive school days.
- A "pattern" of short term removals totaling more than 10 school days in a given school year.
 - Consider the length of time and nature of violations to determine if a pattern exists.
- Best Practices: Always conduct a manifestation determination prior to the Student's 11th day of suspension in the school year

Manifestation Determination Timeline



- Within ten (10) school days of any decision to impose a disciplinary change of placement, the District must convene a meeting to determine whether the conduct giving rise to discipline was a manifestation of the student's disability.

***Always conduct the manifestation determination meeting prior to imposition of a long-term exclusion.**

Manifestation Determinations Practice and Procedure

- 1) Provide written notice of meeting to parent and written notice of the parents' and student's rights
 - For IDEA eligible students- Provide "Parents' Notice of Procedural Safeguards."
 - For Section 504 students- Provide "Notice of Rights under Section 504."
- 2) Manifestation Team consisting of building administrators and "relevant" IEP/504 Team members considers all relevant information in student's file:
 - Evaluation and diagnostic results
 - Observational data
 - The student's IEP or §504 Plan
 - Behavior Intervention Plans
 - Information provided by the parent(s)/student
- 3) Document findings of Team





Composition of the Manifestation Team

Northampton Public Schools, BSEA No. 1403325

- District expelled a 7th grade student who had an emotional impairment and ADHD after determining that the conduct was not a manifestation of his disability.
- Present at the Manifestation Meeting were:
 - The Director of Student Services, team liaison, the special education teacher, general education teacher, DCF education coordinator, and parent.
 - No school psychologists, behavioral specialists or school adjustment counselors were present.
- “Clearly, the Team lacked the type of relevant members contemplated by the statute.... The evidence is convincing that the Team did not include **individuals with the expertise and knowledge of Student necessary to ascertain the relationship between the behavior and his disability** (knowledge which could have been provided by a BCBA, school psychologist and/or counselor), thus in contravention of [IDEA].”



Manifestation Determinations Questions to Ask

Prior to imposing more than 10 days of suspension (in school or out) in a school year, IEP or 504 Team must determine whether:

1. The conduct giving rise to disciplinary action was caused by or directly and substantially related to the student's disability?
2. The conduct giving rise to disciplinary action was the direct result of the school's failure to implement the IEP or 504 Plan?



Direct or Substantial Relationship

Scituate Public Schools, BSEA No. 07-0521

- BSEA rejected the parent's claim the behavior of a student, who had attention deficit hyperactivity disorder ("ADHD") was a manifestation of his disabilities.
- Although the hearing officer found there was a relationship between the student's disability and his behavior, he found that **there was not a "substantial relationship" between the student's conduct and his disabilities.**
- Goal oriented behavior - specifically, the hearing officer found that the student's conduct was **"calm, deliberate, voluntary, and calculated; that he acted for the specific purpose of escalating his conduct until he reached the desired result of being sent home..."**



Information to be Considered by Team

Northampton Public Schools, BSEA No. 1403325

The manifestation team "must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents."

- Team liaison testified that she "scanned" the IEP;
- District presented no information on what the general education teacher reviewed;
- Many of the team participants had not reviewed the evaluations before the meeting;
- Team did not review an outside psychological evaluation from May of 2012.

Hearing Officer found that once the manifestation team was made aware of the outside evaluation "the Team should have suspended the meeting to provide its members an opportunity to review the report before determining that the behavior was or was not a manifestation of the Student's disability."

If behavior is not a manifestation:

- May impose sanctions applicable to all students.
- Conduct a functional behavioral assessment where appropriate.
- Must provide FAPE for students on IEPs as of the 11th day of removal.
 - Under the IDEA, IEP Teams, not school principals, determine what services are necessary to provide FAPE during a disciplinary change in placement
- Must provide education services to students on 504 plans in accordance with M.G.L. c.71, §21.



If behavior is a manifestation:

- Functional Behavioral Assessment (FBA) or review of existing Behavior Intervention Plan (BIP) required.
- Student returns to school prior to the 11th day, unless:
 - District obtains parent's consent to an interim or permanent change in placement in writing; or
 - District obtains an order from a BSEA Hearing Officer or Court Order; or
- Student meets criteria for unilateral 45 school day removal to Interim Alternative Educational Setting.





Unilateral Removals

- A school district may unilaterally remove a student with a disability to an interim alternative educational setting (IAES) for up to 45 school days, whether or not a manifestation, if:
 - Possession of a dangerous weapon on school grounds or at school-sponsored events;
 - Possession or use of illegal drugs on school grounds or at school-sponsored events; or
 - Solicitation of a controlled substance on school grounds or at school-sponsored events; or
 - Infliction of serious bodily injury to another at school or at school sponsored events.

U.S. Code: Dangerous Weapon

- **20 U.S.C. § 930(g)(2)**
 - The term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.



U.S. Code: Serious Bodily Injury

- 18 U.S.C. §1365(h)(3)
 - Bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.



Dangerous Students

- If student is a danger to himself or others but no weapon, drugs, or serious bodily injury?
 - May remove to IAES **only** with parental consent **or** by obtaining authorization from a court or BSEA Hearing Officer.
 - Must prove that maintaining the student's placement is substantially likely to result in injury to the student or others
- Students cannot be legally excluded by a principal on the basis of dangerousness in the absence of a school rules violation or a basis for exclusion under §37H or §37H1/2.



45 School Day IAES Placement

- IAES must enable the student to:
 - participate in the general curriculum;
 - progress toward the goals in the IEP;
 - provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring.
- At the conclusion of the forty-five (45) school day period, *the student shall be returned to previous placement* unless the parent (or student if 18+) consents to an extension of the IAES or an order is obtained authorizing the student's continued removal.
 - Parent consent must be in writing and documented in student's record

Identifying and Responding to Bullying and Discriminatory Harassment



The Wachusett Regional School District

August 15, 2019

Matthew W. MacAvoy, Esq.
Nuttall, MacAvoy & Joyce, P.C.
1020 Plain Street
Marshfield, MA 02061
www.nmjedlaw.com



Bullying and Discriminatory Harassment Applicable Laws and Regulations

Bullying

- M.G.L. c. 71, § 37O
 - 603 CMR 49.00
 - Wachusett Regional School District Bullying Prevention and Intervention Plan

Discriminatory Harassment

- Title IX of the Education Amendments of 1972
 - Harassment on the basis of gender
- Section 504 of the Rehabilitation Act of 1973
 - Harassment on the basis of disability
- Title VI of the Civil Rights Act of 1964
 - Harassment on the basis of race, religion and national origin.
- M.G.L. c. 76, § 5
 - Prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin or sexual orientation



The Massachusetts Bullying Prevention Act Definitions

- the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:
 - I. Causes physical or emotional harm to the victim or damage to the victim's property;
 - II. Places the victim in reasonable fear of harm to himself or of damage to his property;
 - III. Creates a hostile environment at school for the victim;
 - IV. Infringes on the rights of the victim at school; or
 - V. Materially and substantially disrupts the education process or the orderly operation of a school.

3

Scope of School's Responsibility

M.G.L. c. 71, §370 prohibits acts of bullying, cyberbullying, and retaliation:

- on school grounds, property immediately adjacent to school grounds, at a school sponsored or school related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school; and/or
- at a location, activity, function or program that is not school related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying:
 - III. creates a hostile environment at school for the target;
 - IV. infringes on the target's rights at school;
 - V. or materially and substantially disrupts the education process or the orderly operation of a school.

The Massachusetts Bullying Prevention Act Definitions

Cyber-bullying:

- bullying through the use of technology or electronic means, including:
 - electronic mail, internet communications, instant messages or facsimile communications;
 - the creation of a web page or blog in which the creator assumes the identity of another person;
 - the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying;
 - the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions in the definition of bullying;



Bullying Amendments

Chapter 86 of the Acts of 2014



- Requires that the BPIP include the specific steps the District will take to support “uniquely vulnerable” students:
 - “Each plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.”
- Requires Principal to inform the target’s parents about the Massachusetts Department of Elementary and Secondary Education’s Problem Resolution Process (PQA) and the parents right to file a complaint of non-compliance with applicable laws and policies.

Obligation to Report Bullying

- **Staff:** A staff member must promptly report to the principal or the principal's designee any instances of bullying or retaliation witnessed by the staff member or that is reported to the staff member by a student, parent, or other individual and then follow up with an Incident Referral Form.
- **Students and Parents:** Students and parents are strongly encouraged to report any instances of bullying of which they become aware.



Initial Response to a Bullying Complaint

Upon receipt of a complaint of bullying the Principal must initiate an investigation if the facts, as alleged, would constitute bullying under M.G.L. c. 71O and/or the District's Bullying Prevention and Intervention Plan.

- Preliminary determinations when commencing an investigation of bullying:
 - I. Is there a basis for immediate notification of law enforcement authorities?
 - II. Is there a need to notify another school district or school principal?
 - III. Are any immediate interventions necessary to ensure the safety of the victim and/or witnesses?
 - IV. Could the conduct complained of constitute harassment based on the victim's membership in a protected class ("Discriminatory Harassment") in violation of federal or state civil rights laws?



Notification of Law Enforcement Authorities

Upon receipt of a report of bullying, the Principal shall:

- Determine whether to notify law enforcement authorities
- Is there a reasonable basis to believe that the incident may result in criminal charges against perpetrator? If so, must notify.
 - Parent consent not required.
 - Must communicate with police in a manner as to protect the privacy of victims, perpetrators and witnesses.
 - Principal must document preliminary determination to notify police.
- Must notify police if report of bullying on school grounds involves a former student under the age of 21 and if criminal charges might be pursued (bullying)

9

TEMPORARY

Interim Measures

While the investigation is pending, the District should:

- Consider the need for interim measures during the pendency of an investigation
 - (e.g., separate classes; modified school day; offer of counseling).
- Make sure that the interim measures are not punitive to the victim
 - (e.g., switching the victim's academic schedule rather than the aggressor's schedule).
- Formalize the interventions through a "interim support plan"
 - Creation of "No Contact" order between the alleged Aggressor and Target
 - Provision of access on demand to a school counselor or "trusted administrator."
 - Depending on the severity of the conduct complained of, Modification of the alleged aggressor's schedule to minimize contact between the alleged aggressor and target.

10

Interim Safety Interventions

Examples

1. Creation of “No Contact” order between the alleged Aggressor and Target
2. Provision of access on demand to a school counselor or “trusted administrator.”
3. Depending on the severity of the conduct complained of, temporary reassignment of the alleged aggressor to alternate classes.
4. Modification of the alleged aggressor’s schedule to minimize contact between the alleged aggressor and target.



Notification of Other Schools

If an incident of bullying or retaliation involves students from more than one school, the school district or school first informed of the bullying or retaliation must promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action.



Discriminatory Harassment

Protected Classes under Federal and State Law

Race, Color, National Origin

- Title VI of the Civil Rights Act of 1964, M.G.L. c. 76, §5

Religion

- M.G.L. c. 76, §5, and Title VI of the Civil Rights Act of 1964

Disability

- Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act

Gender Identity

- M.G.L. c. 76, §5

Gender/Sexual Orientation/Sexual Harassment

- Title IX of the Education Amendments of 1972
- M.G.L. c. 151C
- M.G.L. c. 76, §5



What conduct amounts to discriminatory harassment?

- “Harassment” is unwelcome conduct, whether verbal or physical, that is based on: race, color, national origin, sex, sexual orientation, gender identity, religion, or disability, that creates a hostile school environment.
- Examples of Harassment
 - Display or circulation of written materials or pictures.
 - Verbal abuse or insults
 - racial slurs, sexist or homophobic comments, stereotyping conduct
 - Actions or speech
 - threats, physical assault, sexual assault, sexually explicit conduct.

Hostile Environment

- A hostile environment is created when the harassing conduct is sufficiently:
 - severe,
 - pervasive, or
 - persistent
 such that it denies or limits the ability of an individual to participate in, or benefit from, the services, activities or privileges provided by the school.



15

When must the school respond to alleged bullying or discriminatory harassment?

- Bullying
 - When a staff member “has witnessed or become aware of” an instance of bullying....
- Discriminatory Harassment
 - When the District, through the exercise of due care, should have known of the harassing conduct.
 - Staff members can “become aware of” harassment/bullying through a variety of sources:
 - Reports/complaints from students
 - Parental reports/complaints
 - Staff observations
 - Indirect notice from community sources such as newspapers, etc.



16



Investigation Timelines

Bullying

- No specific statutory timeline
- WRSD Bullying Prevention and Intervention Plan provides for “prompt” response and investigation.

Discriminatory Harassment

- No specific statutory timeline
- “prompt and equitable response.”
 - Dependent on nature and severity of conduct

17

Investigation of the Complaint

- The nature of the conduct alleged dictates the school’s response
 - The label used by a victim or witness to describe an incident (*e.g.*, bullying, hazing, teasing) does not determine how a school is obligated to respond.
 - If the abusive behavior is on the basis of race, color, national origin, sex, sexual orientation, gender identity, or disability and creates a hostile environment:
 - The school must respond in accordance with the applicable federal and state civil rights statutes and regulations as well as the with the District’s Bullying Prevention and Intervention Plan.



18



One Investigation

If the complaint alleges both bullying and discriminatory harassment, the school should conduct one comprehensive investigation that addresses both the bullying allegations and civil rights allegations.

Who investigates?

Identify appropriate personnel to conduct investigation.

- Bullying
 - Principal or designee, must conduct a prompt and thorough investigation of all reports of bullying.
- Discriminatory Harassment
 - Investigator must be knowledgeable about Section 504, Title IX, Title VI, etc.,
 - must be impartial.





Conducting the Investigation

Notify complainant of the procedures for investigating and responding to bullying complaints.

Notify complainant, aggressor and all witnesses of the right to be free from retaliation.

Interview and obtain written statement from complainant

- A detailed description of the conduct complained of :
 - Who, what, where, when
 - Identification of witnesses

If the complainant asks that he or she remain anonymous, then:

- Discriminatory Harassment - the school should take all reasonable steps to investigate and respond to the complaint consistent with that request as long as doing so does not preclude the school from responding effectively to the harassment and the harassing behavior.
- Bullying – an anonymous report cannot lead to discipline.

21

Gathering Evidence



Obtain all relevant documentation and physical evidence.

- Copies of Facebook posts, texts, notes, photographs of injuries, health records.

Interview alleged aggressor and all identified witnesses.

- All investigative interviews should be conducted privately and individually
- Avoid divulging information about the specifics of the complaint
- Document all interviews of, and information provided by, the target, aggressor and witnesses

22



Witness Interviews

- The investigator must keep the names of the parties confidential to the extent possible.
- Notify witnesses of the right to be free from retaliation.
- Questions should be exhaustive and cover the entire incident
 - Determine whether there are any more unreported incidents.
 - Look at whole environment, not just isolated allegation.
 - Take detailed notes of interviews.
- Open-ended questions – Who? What? When? Why?
- Notify witnesses that you may interview them again as the investigation progresses.

23



Witness Interviews

Follow up on every allegation that is made by the victim and each new incident of bullying and/or harassment about which you may learn during the investigation.

Do not make the mistake of only responding to the original allegation when the investigation reveals other possible incidents of bullying and/or harassment.

In cases of alleged verbal harassment, the investigation should determine what actual words were spoken.



Considering the Evidence

- Standard of Proof = “Preponderance of the Evidence”
 - More likely than not
 - Trying to determine if there is sufficient credible evidence to substantiate the complaint
- Kinds of evidence
 - Witness interviews (teachers, students, etc).
 - Written statements from witnesses
 - Documentary evidence (emails, papers)
 - Physical evidence (injuries, cell phones, text messages, etc.)

25



When Allegation of Bullying Is Substantiated

If it is determined that bullying or retaliation has occurred, principal/designee must:

- Notify law enforcement authorities if the school principal, or designee, believes that criminal charges may be pursued against a perpetrator;
- Take appropriate disciplinary action;
- To the extent consistent with state and federal law, notify the target of actions taken to prevent any further acts of bullying or retaliation; and
- Inform the parents or guardians **of the target** about the DESE’s Problem Resolution System and the process for seeking assistance or filing a claim through the problem resolution system.



Bullying Investigations - Notice of Outcome

- ⦿ If Bullying is not substantiated, then no notice to parent is required ... **but is strongly recommended**.
- ⦿ If Bullying is substantiated, the Principal provides notice of a finding of bullying to the target and perpetrator(s)
 - May not divulge any student record information pertaining to student who is not the child of the parent(s) being notified
 - “A principal's notification to a parent about an incident or a report of bullying or retaliation must comply with confidentiality requirements of the Massachusetts Student Records Regulations and the Family Educational Rights and Privacy Act.”
 - Except where necessary to protect the victim's immediate health and safety or to provide necessary notice of corrective actions or restraining orders
 - Must inform the parents or guardians **of the target** about the DESE's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system.
- ❖ **Ensure individualized notice in cases of bullying based upon sexual orientation or gender identity. 603 CMR 49.00**

27

Discriminatory Harassment Notice of Outcome



Whether or not a hostile environment is established:

- The Investigator must notify the target and accused aggressor(s) in writing of the outcome of the investigation; and of
- Any appeal rights available under WRSD policies.

28



Drafting the Notice of Outcome

- I. The Notice should be proportional to the allegations.
 - In cases of isolated incidents the report may be brief.
 - In cases of more extensive allegations, the investigative report should be longer and more comprehensive.
 - Severe bullying, alleged sexual assault, alleged harassment by staff, alleged harassment resulting in student absenteeism, threats to self or others
- II. The Notice should detail the legal standard being applied
 - E.g., Title IX and Bullying Standard
- III. Notice should summarize the facts that have been established by a preponderance of the evidence; and/or
- IV. Explain the reasons why we could not establish the facts by a preponderance of the evidence
 - “Without independent corroboration of the allegation through a witness or other information, the District could not establish by a preponderance of the evidence that the bullying/harassment occurred as alleged.”



Drafting the Notice of Outcome

- ◉ Depersonalize –
 - ~~“I found...”~~; or ~~“I determined”~~.
 - “The evidence established...”; “The evidence was insufficient to establish...”
- ◉ Avoid credibility determinations:
 - A ~~“I did not find your son’s version of events to be credible...”~~ OR ~~“Based on the evidence, I found the victim’s testimony more credible....”~~
 - Avoid questioning the victim or aggressor’s credibility, unless the evidence is absolutely clear that their statements are false.
 - “The evidence, in the absence of independent witnesses, did not establish....” or “Without any information which would tend to corroborate the allegations....”

Taking Corrective Action

- If the District establishes that a hostile environment exists, must take steps to:
 - Eliminate any hostile environment that has been created;
 - In some situations, remedy the effects of the harassment (e.g., tutoring, counseling, possible academic remedies, development of new policies or procedures, etc.).
 - Prevent any further bullying or harassment.
 - Prevent retaliatory actions.
 - Should be explicitly written into outcome letter.

Remedial and Corrective Actions

- | | |
|---|---|
| <ul style="list-style-type: none"> ⦿ Special training for staff on recognizing and effectively responding to complaints of discrimination. ⦿ Adjustments to aggressor's class schedule. ⦿ Access as needed to school guidance counselors, psychologist, etc. ⦿ Access as needed to Principal or building level civil rights coordinator. ⦿ Reaffirming school's policy against discrimination. ⦿ Publicizing means to report discrimination and harassment. | <ul style="list-style-type: none"> ⦿ Conduct follow up interview with target and reporters/witnesses to monitor effectiveness of interventions and claims of retaliatory treatment ⦿ Conducting outreach to involve parents in an effort to identify problems and improve school climate ⦿ Counseling perpetrators about the hurtful effects of their conduct ⦿ Disciplinary action against offender(s) |
|---|---|



Disciplinary Action



Disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior. Principal may not take disciplinary action based on an anonymous complaint.

Bullying/harassment is a school rules violation and is subject to the due process requirements set forth in 603 CMR 53.00.

33



Bullying and Students with Disabilities

M.G.L. c.71B, §3 (as amended)

- Whenever the evaluation of the IEP team indicates that the child has a disability that affects social skills development or that the child is vulnerable to bullying, harassment or teasing because of the child's disability, the IEP shall address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing.
- *Applies equally to students who are perpetrators of bullying.*



Section 504 and Bullying

OCR Dear Colleague Letter, October 21, 2014

- Applies to all students on IEPs and Section 504 Plans
 - “...bullying on *any* basis of student with a disability can result in a denial of FAPE.”
 - Schools have an ongoing obligation to determine whether the target of the bullying continues to receive FAPE “regardless of why the student is being bullied.”



Section 504 and Bullying

OCR Dear Colleague Letter, October 21, 2014

Appropriate response:

- For a student who has been bullied and is experiencing any adverse changes in academic performance or behavior....
 - “...school should convene the IEP team or Section 504 team to determine, whether, as a result of the effects of the bullying, the student’s needs have changed such that the student is no longer received FAPE.”



Section 504 and Bullying

OCR Dear Colleague Letter, October 21, 2014

IEP or 504 Team should convene in all cases in which bullying or discriminatory harassment was substantiated “as a best practice” to determine whether, and to what extent:

1. The student’s educational needs have changed;
2. The bullying impacted the student’s receipt of IDEA FAPE services or Section 504 FAPE services; and
3. Additional or different services, if any, are needed and to ensure that any needed changes are made promptly.

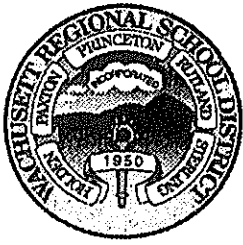


Liability

- **Can the District or individual staff members be liable for failing to respond appropriately to allegations of bullying?**
 - Generally, no. M.G.L. c. 71, § 370 does not provide a private right of action to recover damages under the statute.
 - *See Cormier v. Lynn, MA SJC (2/2018)*
 - a school district cannot be held financially liable for bullying that left a child paralyzed.
- **Can the District be held liable for failing to respond appropriately to complaints of discrimination or harassment?**
 - Yes. The District will be strictly liable for the actions or inaction of District staff.
- **Can individual staff members be held liable for failing to respond appropriately to complaints of discrimination or harassment?**
 - Yes. In addition to employment related consequences, school employees may be held personally liable for intentional, willful or reckless violations of federal law through a civil claim pursuant to 20 U.S.C. § 1983 for monetary damages.

Bullying Prevention Resources

- The Massachusetts Aggression Reduction Center
 - <http://webhost.bridgew.edu/marc/>
- Mass DPH: Bullying Prevention Resources
 - http://www.mass.gov/Eeohhs2/docs/dph/com_health/violence/add_resources_bullying_prevent.pdf
- Direct From the Field: A Guide to Bullying Prevention
 - http://www.mass.gov/Eeohhs2/docs/dph/com_health/violence/bullying_prevent_guide.pdf



Attachment 14
August 15, 2019

Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

August 5, 2019

Mr. Kenneth Bergen
Business Agent
Teamsters Union Local 170
330 Southwest Cutoff, Suite 201
Worcester, MA 01604

Dear Mr. Bergen:

I am in receipt of your August 1, 2019 notification that Teamsters Union Local 170 (paraprofessionals) is prepared to begin negotiating the contract between Wachusett Regional School District and Teamsters Union Local 170, which will expire on June 30, 2020. District administration will be in contact to schedule the initial meeting.

Sincerely,

A handwritten signature in dark ink, appearing to read "Darryll McCall".

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee
Scott Brown, Chair, Legal Affairs Subcommittee
Jeff Carlson, Director of Human Resources

DM:rlp

TEAMSTERS UNION LOCAL 170

WORCESTER, MASSACHUSETTS

affiliated with the INTERNATIONAL BROTHERHOOD OF TEAMSTERS

Business Agents

Sean M. Foley
Elias M. Gillen
Kenneth Bergen
James D. Marks

Organizer

Shawn C. Stevens



SHANNON R. GEORGE

Secretary-Treasurer
Principal Executive Officer

Executive Board

John P. Reardon, President
Michael P. Davis, Vice-President
Jacqueline M. Rucci, Recording Secretary
Robert P. d'Armagnac, Trustee
Brian P. Colonna, Trustee
Laura M. O'Keefe, Trustee

August 1, 2019

Dr. Darryll McCall, Ed.D.
Superintendent of Schools
Wachusett Regional School District
1745 Main Street
Jefferson, MA 01522

Dear Dr. McCall:

This communication is being written to notify you that Teamsters Union Local 170 desires to change and/or amend the contract that is now in effect between **Wachusett Regional School District** and this Local Union, which expires on:

JUNE 30, 2020

Kindly advise me as to when we may meet to discuss this matter.

Sincerely,

Kenneth Bergen
Business Agent
KB/lmm

Certified Mail/Return Receipt Requested: 7015 3430 0000 8309 1673

FEDERAL MEDIATION & CONCILIATION SERVICE

NOTICE TO MEDIATION AGENCIES

Form Approved
OMB NO. 3076-0004
Expires 12-31-2018

Date Submitted: 2019-08-01 08:47:52

Confirmation Number: 4312675

Notice Filing Instructions
Please submit this notice once to FMCS:

ElectronicallyFaxU.S. Mailwww.fmcs.gov**-OR-**

(202) 606-4253

-OR-

NOTICE PROCESSING UNIT
FEDERAL MEDIATION & CONCILIATION SERVICE
250 E Street, SW
WASHINGTON, DC 20427

You may also be required to notify your state or territorial mediation agency. Visit www.fmcs.gov for a link to state and territorial mediation agencies.

You are hereby notified that written notice of proposed termination or modification of the existing collective bargaining contract was served upon the other party to this contract and that no agreement has been reached.

1. NOTICE TYPE (Select one) ☒ Renegotiation ☐ Reopener ☐ Initial Contract

a. Contract expiration date. (For existing contracts only.)

(MM-DD-YYYY) 06/30/2020

b. Contract reopen date. (Only if existing contract provides for reopening or for voluntary re-openers.)

(MM-DD-YYYY)

2. INDUSTRY

(See instructions page for industry options)

Educational Services

Check this box if this employer is a hospital, nursing home or other health care institution.

☐

3. THIS NOTICE IS FILED ON BEHALF OF THE:

(Select one) ☒ Union☐ Employer

4. EMPLOYER NAME Wachusett Regional School District

5. ADDRESS LINE 1 1745 Main Street

ADDRESS LINE 2

CITY Jefferson

STATE MA

ZIP CODE 01522

6. EMPLOYER REP. Dr. Darryll McCall

REP. TITLE Superintendent of Schools

7. PHONE (508) 829-1670

FAX (508) 829-1680

EMAIL darryll_mccall@wrsd.net

8. UNION NAME Teamsters Union

LOCAL # 170

9. ADDRESS LINE 1 330 Southwest Cutoff

ADDRESS LINE 2 Suite 201

CITY Worcester

STATE MA

ZIP CODE 01604

10. UNION REP. Kenneth Bergen

REP. TITLE Business Agent

11. PHONE (508) 799-0551

FAX (508) 752-9647

EMAIL kbergen@teamsters170.com

12. LOCATION OF AFFECTED ESTABLISHMENT

CITY Holden

STATE MA

ZIP CODE 01522

13. LOCATION OF NEGOTIATIONS (If different from Line 12)

CITY Holden

STATE MA

ZIP CODE 01522

14. NUMBER OF BARGAINING UNIT MEMBERS

228

(At all employer locations covered by this contract.)

15. TOTAL EMPLOYEES AT AFFECTED LOCATION(S)

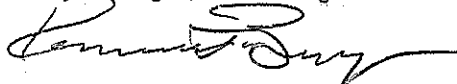
228

(All employees, including bargaining unit members, where this contract applies.)

16. NAME AND TITLE OF OFFICIAL FILING THIS NOTICE

Kenneth Bergen, Business Agent

17. SIGNATURE AND DATE



8/1/19

PAPERWORK REDUCTION ACT NOTICE: The estimated burden associated with this collection of information is 10 minutes per respondent. Comments concerning the accuracy of this burden estimate and suggestions for reducing this burden should be sent to the Office of General Counsel, Federal Mediation and Conciliation Service, 250 E Street, SW Washington, DC 20427 or the Paperwork Reduction Project 3076-0003, Office of Management and Budget, Washington, DC 20503.



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

Office of the Treasurer

July 11, 2019

Ms. Sharon Lowder, Treasurer
Town of Holden
1204 Main Street
Holden, MA 01520

RE: First Payment Assessment Billing Notice – FY20

Dear Ms. Lowder:

In accordance with the Wachusett Regional School District Regional Agreement, the receipt of the Town of Holden's first of four installment payments of the FY20 assessment is due August 1, 2019. The amount of the payment is \$7,456,453.

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, Supervisor of Accounting & Payroll

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

July 11, 2019

Ms. Rebecca Tuttle, Treasurer
Town of Rutland
250 Main Street
Rutland, MA 01543

RE: First Payment Assessment Billing Notice – FY20

Dear Ms. Tuttle:

In accordance with the Wachusett Regional School District Regional Agreement, the receipt of the Town of Rutland's first of four installment payments of the FY20 assessment is due August 1, 2019. The amount of the payment is \$3,129,826.

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.

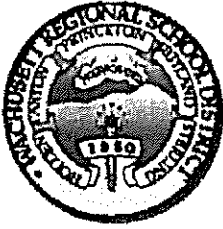
Sincerely,

James J. Dunbar
Treasurer

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

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

July 11, 2019

Ms. Victoria Smith, Treasurer
Town of Sterling
One Park Street
Sterling, MA 01564

RE: First Payment Assessment Billing Notice – FY20

Dear Ms. Smith:

In accordance with the Wachusett Regional School District Regional Agreement, the receipt of the Town of Sterling's first of four installment payments of the FY20 assessment is due August 1, 2019. The amount of the payment is \$2,920,865.

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.

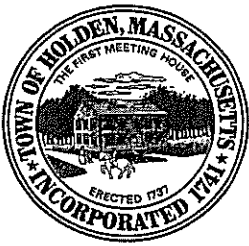
Sincerely,

James J. Dunbar
Treasurer

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

Jefferson School

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



Dale T. Hickey
TOWN CLERK

TOWN OF HOLDEN
MASSACHUSETTS
OFFICE OF THE TOWN CLERK

Attachment 16
August 15, 2019

TO: All Board and Committee Members
FROM: Dale T. Hickey
DATE: January 14, 2019
SUBJECT: Conflict of Interest

Conflict of Interest Training for Town of Holden Committee and Board Members

Each Committee and Board member for Town of Holden is required by law to complete the online Conflict of Interest Training once every two years.

Attached is a copy of the Conflict of Interest Law Summary. Please review it, fill out the enclosed Acknowledgment of Receipt and return the receipt to the Town Clerk's Office along with the receipt from your online training.

The online training is accessed at the State Ethics Commission website (www.mass.gov/ethics). Scroll to the middle of the page under What would you like to do? Under Top actions & services, click on Online Conflict of Interest Law Training. Next, scroll to What would you like to do, under Top tasks, click on Complete the Online Training Program for Employees of Cities and Towns. Next, click on Online Program for Municipal Employees. Click the Next arrow in the upper right corner twice. You will now need to install adobe flash. A receipt will be issued at the end of the online training. Please print and forward that receipt to the Town Clerk's Office by March 1, 2019.

There are public computers available at the Gale Free Library should you not have Internet availability. Headphones are available to purchase for \$1.00 for those who may need them.

Thank you for your cooperation.

Sincerely,
Dale T. Hickey
Town Clerk

Summary of the Conflict of Interest Law for Municipal Employees

This summary of the conflict of interest law, General Laws chapter 268A, is intended to help municipal employees understand how that law applies to them. This summary is not a substitute for legal advice, nor does it mention every aspect of the law that may apply in a particular situation. Municipal employees can obtain free confidential advice about the conflict of interest law from the Commission's Legal Division at our website, phone number, and address above. Municipal counsel may also provide advice.

The conflict of interest law seeks to prevent conflicts between private interests and public duties, foster integrity in public service, and promote the public's trust and confidence in that service by placing restrictions on what municipal employees may do on the job, after hours, and after leaving public service, as described below. The sections referenced below are sections of G.L. c. 268A.

When the Commission determines that the conflict of interest law has been violated, it can impose a civil penalty of up to \$10,000 (\$25,000 for bribery cases) for each violation. In addition, the Commission can order the violator to repay any economic advantage he gained by the violation, and to make restitution to injured third parties. Violations of the conflict of interest law can also be prosecuted criminally.

I. Are you a municipal employee for conflict of interest law purposes?

You do not have to be a full-time, paid municipal employee to be considered a municipal employee for conflict of interest purposes. Anyone performing services for a city or town or holding a municipal position, whether paid or unpaid, including full- and part-time municipal employees, elected officials, volunteers, and consultants, is a municipal employee under the conflict of interest law. An employee of a private firm can also be a municipal employee, if the private firm has a contract with the city or town and the employee is a "key employee" under the contract, meaning the town has specifically contracted for her services. The law also covers private parties who engage in impermissible dealings with municipal employees, such as offering bribes or illegal gifts. Town meeting members and charter commission members are not municipal employees under the conflict of interest law.

II. On-the-job restrictions.

(a) Bribes. Asking for and taking bribes is prohibited. (See Section 2)

Example where there is no violation: A town treasurer attends a two-day annual school featuring multiple substantive seminars on issues relevant to treasurers. The annual school is paid for in part by banks that do business with town treasurers. The treasurer is only required to make a disclosure if one of the sponsoring banks has official business before her in the six months before or after the annual school.

(c) Misuse of position. Using your official position to get something you are not entitled to, or to get someone else something they are not entitled to, is prohibited. Causing someone else to do these things is also prohibited. (See Sections 23(b)(2) and 26)

A municipal employee may not use her official position to get something worth \$50 or more that would not be properly available to other similarly situated individuals. Similarly, a municipal employee may not use her official position to get something worth \$50 or more for someone else that would not be properly available to other similarly situated individuals. Causing someone else to do these things is also prohibited.

Example of violation: A full-time town employee writes a novel on work time, using her office computer, and directing her secretary to proofread the draft.

Example of violation: A city councilor directs subordinates to drive the councilor's wife to and from the grocery store.

Example of violation: A mayor avoids a speeding ticket by asking the police officer who stops him, "Do you know who I am?" and showing his municipal I.D.

(d) Self-dealing and nepotism. Participating as a municipal employee in a matter in which you, your immediate family, your business organization, or your future employer has a financial interest is prohibited. (See Section 19)

A municipal employee may not participate in any particular matter in which he or a member of his immediate family (parents, children, siblings, spouse, and spouse's parents, children, and siblings) has a financial interest. He also may not participate in any particular matter in which a prospective employer, or a business organization of which he is a director, officer, trustee, or employee has a financial interest. Participation includes discussing as well as voting on a matter, and delegating a matter to someone else.

A financial interest may create a conflict of interest whether it is large or small, and positive or negative. In other words, it does not matter if a lot of money is involved or only a little. It also does not matter if you are putting money into your pocket or taking it out. If you, your immediate family, your business, or your employer have or has a

Regulatory exemptions. In addition to the statutory exemptions just mentioned, the Commission has created several regulatory exemptions permitting municipal employees to participate in particular matters notwithstanding the presence of a financial interest in certain very specific situations when permitting them to do so advances a public purpose. There is an exemption permitting school committee members to participate in setting school fees that will affect their own children if they make a prior written disclosure. There is an exemption permitting town clerks to perform election-related functions even when they, or their immediate family members, are on the ballot, because clerks' election-related functions are extensively regulated by other laws. There is also an exemption permitting a person serving as a member of a municipal board pursuant to a legal requirement that the board have members with a specified affiliation to participate fully in determinations of general policy by the board, even if the entity with which he is affiliated has a financial interest in the matter. Other exemptions are listed in the Commission's regulations, available on the Commission's website.

Example where there is no violation: A municipal Shellfish Advisory Board has been created to provide advice to the Board of Selectmen on policy issues related to shellfishing. The Advisory Board is required to have members who are currently commercial fishermen. A board member who is a commercial fisherman may participate in determinations of general policy in which he has a financial interest common to all commercial fishermen, but may not participate in determinations in which he alone has a financial interest, such as the extension of his own individual permits or leases.

(e) False claims. Presenting a false claim to your employer for a payment or benefit is prohibited, and causing someone else to do so is also prohibited. (See Sections 23(b)(4) and 26)

A municipal employee may not present a false or fraudulent claim to his employer for any payment or benefit worth \$50 or more, or cause another person to do so.

Example of violation: A public works director directs his secretary to fill out time sheets to show him as present at work on days when he was skiing.

(f) Appearance of conflict. Acting in a manner that would make a reasonable person think you can be improperly influenced is prohibited. (See Section 23(b)(3))

A municipal employee may not act in a manner that would cause a reasonable person to think that she would show favor toward someone or that she can be improperly influenced. Section 23(b)(3) requires a municipal employee to consider whether her relationships and affiliations could prevent her from acting fairly and objectively when she performs her duties for a city or town. If she cannot be fair and objective because of a relationship or affiliation, she should not perform her duties. However, a municipal

contacting the municipality in person, by phone, or in writing; acting as a liaison; providing documents to the city or town; and serving as spokesman.

A municipal employee may always represent his own personal interests, even before his own municipal agency or board, on the same terms and conditions that other similarly situated members of the public would be allowed to do so. A municipal employee may also apply for building and related permits on behalf of someone else and be paid for doing so, unless he works for the permitting agency, or an agency which regulates the permitting agency.

Example of violation: A full-time health agent submits a septic system plan that she has prepared for a private client to the town's board of health.

Example of violation: A planning board member represents a private client before the board of selectmen on a request that town meeting consider rezoning the client's property.

While many municipal employees earn their livelihood in municipal jobs, some municipal employees volunteer their time to provide services to the town or receive small stipends. Others, such as a private attorney who provides legal services to a town as needed, may serve in a position in which they may have other personal or private employment during normal working hours. In recognition of the need not to unduly restrict the ability of town volunteers and part-time employees to earn a living, the law is less restrictive for "special" municipal employees than for other municipal employees.

The status of "special" municipal employee has to be assigned to a municipal position by vote of the board of selectmen, city council, or similar body. A position is eligible to be designated as "special" if it is unpaid, or if it is part-time and the employee is allowed to have another job during normal working hours, or if the employee was not paid for working more than 800 hours during the preceding 365 days. It is the position that is designated as "special" and not the person or persons holding the position. Selectmen in towns of 10,000 or fewer are automatically "special"; selectman in larger towns cannot be "specials."

If a municipal position has been designated as "special," an employee holding that position may be paid by others, act on behalf of others, and act as attorney for others with respect to matters before municipal boards other than his own, provided that he has not officially participated in the matter, and the matter is not now, and has not within the past year been, under his official responsibility.

Example: A school committee member who has been designated as a special municipal employee appears before the board of health on behalf of a client of his private law practice, on a matter that he has not participated in or had responsibility for as a school committee member. There is no conflict. However, he may not appear before the school

IV. After you leave municipal employment. (See Section 18)

(a) Forever ban. After you leave your municipal job, you may never work for anyone other than the municipality on a matter that you worked on as a municipal employee.

If you participated in a matter as a municipal employee, you cannot ever be paid to work on that same matter for anyone other than the municipality, nor may you act for someone else, whether paid or not. The purpose of this restriction is to bar former employees from selling to private interests their familiarity with the facts of particular matters that are of continuing concern to their former municipal employer. The restriction does not prohibit former municipal employees from using the expertise acquired in government service in their subsequent private activities.

Example of violation: A former school department employee works for a contractor under a contract that she helped to draft and oversee for the school department.

(b) One year cooling-off period. For one year after you leave your municipal job you may not participate in any matter over which you had official responsibility during your last two years of public service.

Former municipal employees are barred for one year after they leave municipal employment from personally appearing before any agency of the municipality in connection with matters that were under their authority in their prior municipal positions during the two years before they left.

Example: An assistant town manager negotiates a three-year contract with a company. The town manager who supervised the assistant, and had official responsibility for the contract but did not participate in negotiating it, leaves her job to work for the company to which the contract was awarded. The former manager may not call or write the town in connection with the company's work on the contract for one year after leaving the town.

A former municipal employee who participated as such in general legislation on expanded gaming and related matters may not become an officer or employee of, or acquire a financial interest in, an applicant for a gaming license, or a gaming licensee, for one year after his public employment ceases.

(c) Partners. Your partners will be subject to restrictions while you serve as a municipal employee and after your municipal service ends.

ACKNOWLEDGMENT OF RECEIPT

I, _____, an employee at _____,
(first and last name) (name of municipal dept.)

hereby acknowledge that I received a copy of the summary of the conflict of interest law
for municipal employees, revised November 14, 2016, on _____.
(date)

Return to The Town Clerk's Office, 1196 Main St., Holden, MA 01520
*Municipal employees should complete the acknowledgment of receipt and return it to the
individual who provided them with a copy of the summary. Alternatively, municipal
employees may send an email acknowledging receipt of the summary to the individual
who provided them with a copy of it.*

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

MINUTES

Monday, March 25, 2019
6:00 PM

Media Center
Wachusett Regional High School
1401 Main Street, Holden

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

Administration: Darryll McCall

I. Call to Order

Chair Lavoie called the meeting to order at 6:05 PM.

II. Approval of Minutes

The draft minutes were reviewed, edited, and corrected.

Motion: To approve the minutes, as edited and corrected, of the March 4, 2019 meeting of the Superintendent Goals and Evaluation Subcommittee.

(M. Weeks)

(K. Mills)

The minutes were approved by consensus.

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

At the March 4, 2019 subcommittee meeting, each subcommittee member was assigned the task of addressing/reviewing the evaluation criteria for one of the four Standards and Indicators:

- Standard I, Indicators A, C, E (Weeks)
- Standard II, Indicators A, B, E (Mills)
- Standard III, Indicators B, D (Michalowski)
- Standard IV, Indicators D, F (Lavoie)

Members were provided with hard copies of evaluation criteria input. Evaluation criteria was review and discussed. Subcommittee Chair Lavoie and Member Mills will edit the evaluation criteria for Standard II and Standard IV, and the edited documentation will be used in the evaluation process.

Subcommittee Chair Lavoie reviewed the evaluation process moving forward.

The tentative timeline for the evaluation process is:

- April 8th - share evaluation tool with the full School Committee at the regular School Committee meeting
- April 15th – Superintendent McCall to provide Evaluation Narrative with the full School Committee
- April 23rd – feedback due to subcommittee
- April 25th – meeting of the Superintendent’s Goals and Evaluation Subcommittee, 6:00 PM, District Central Office
- April 29, 2019 – vote on Superintendent’s 2018-2019 evaluation by the full School Committee

IV. Next Meeting

The subcommittee will meet next on April 25, 2019 at 6:00 PM at the District Central Office.

V. New Business

There was no new business brought before the subcommittee.

IV. Adjournment

Motion: To adjourn.

(M. Weeks)
(K. Mills)

Vote:

In favor:

Matthew Lavoie
Amy Michalowski
Kenneth Mills
Megan Weeks

Opposed:

None

The motion was unanimously approved.

The meeting adjourned at 6:23 PM.

Respectfully submitted,

Megan Weeks
Superintendent's Goals and Evaluation Subcommittee
MW:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

LEGAL AFFAIRS SUBCOMMITTEE

Tuesday, April 2, 2019
6:00 PM

Superintendent's Conference Room
District Central Office
1745 Main Street, Jefferson

Minutes

Subcommittee Members: Scott Brown, Chair, Robert Imber, Vice-chair, Michael Rivers

Absent: Stephen Godbout, Amy Michalowski

Administration: Jeff Carlson, Director of Human Resources

I. Call to Order

Subcommittee Chair Brown called the meeting to order at 6:00 PM. He welcomed Member Imber to the subcommittee and reported Amy Michalowski will also serve on this subcommittee.

II. Election of Vice-chair

Motion: To nominate Robert Imber to serve as Vice-chair of the Legal Affairs Subcommittee.

(M. Rivers)
(S. Brown)

Motion: To close nominations

(M. Rivers)
(S. Brown)

The motion passed unanimously.

Scott Brown – Robert Imber
Stephen Godbout – absent
Robert Imber- abstained
Amy Michalowski - absent
Michael Rivers – Robert Imber

By ballot vote, Robert Imber was elected Vice-chair of the Legal Affairs Subcommittee (attachment 1).

III. Approval of Minutes

Motion: To approve the minutes of the March 12, 2019 meeting of the Legal Affairs Subcommittee.

(M. Rivers)
(R. Imber)

The minutes were approved by consensus, with Member Imber abstaining.

Motion: To approve the minutes of the March 12, 2019 executive session of the Legal Affairs Subcommittee, not to be released.

(M. Rivers)
(R. Imber)

Roll call vote:

In favor:

Scott Brown
Michael Rivers

Opposed:

None

Abstained:

Robert Imber

The minutes were approved 2-0-1.

IV. Review of WRSDC By-Laws

Members were provided with the WRSDC By-Laws (Draft #3) showing amendments the subcommittee and Attorney Stonberg have suggested to date. Additional edits were made to the Draft #3. The newly suggested edits will be incorporated into the revised By-Laws, and further review, consideration, and discussion will continue at a future meeting of this subcommittee.

V. Executive Session to discuss strategy for contract negotiations with bargaining units (Wachusett Cafeteria Association; AFSCME, Council 93, Local 2885 – Custodial Employees; AFSCME, Council 93, Local 2885 – Clerical Employees), as the Chair deems a discussion in public session would have an adverse effect on the District's bargaining position, not to reconvene in public session

Motion: To enter executive Session to discuss strategy for contract negotiations with bargaining units (Wachusett Cafeteria Association; AFSCME, Council 93, Local 2885 – Custodial Employees; AFSCME, Council 93, Local 2885 – Clerical Employees), as the Chair deems a discussion in public session would have an adverse effect on the District's bargaining position, not to reconvene in public session

(R. Imber)
(M. Rivers)

Roll call vote:

In favor:

Scott Brown
Robert Imber
Michael Rivers

Opposed:
None

The motion passed unanimously.

The subcommittee entered executive session at 7:35 PM, not to return to open session.

Respectfully submitted,

Jeff Carlson
Director of Human Resources
JC:rlp

Attachments:

- Attachment 1 – Vice-chair ballots
- Attachment 2 – Draft #3 Amended WRSDC By-Laws

Approved and Released 8/5/2019

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

LEGAL AFFAIRS SUBCOMMITTEE

Tuesday, April 2, 2019

Executive Session

Superintendent's Conference Room
District Central Office
1745 Main Street, Jefferson

Minutes

Subcommittee Members: Scott Brown, Chair, Robert Imber, Vice-chair, Michael Rivers

Absent: Stephen Godbout, Amy Michalowski

Administration: Jeff Carlson, Director of Human Resources

Subcommittee Chair Brown called the executive session to order at 7:35 PM.

This executive session was convened to discuss strategy for contract negotiations with three bargaining units (Wachusett Cafeteria Association, AFSCME, Council 93, Local 2885 – Custodial Employees, AFSCME, Council 93, Local 2885 – Clerical Employees).

Director Carlson reported the custodial union took a ratification vote on March 23, 2019, and that contract/Memorandum of Agreement will go to the full School Committee, in executive session, on April 29, 2019 for consideration and ratification. Director Carlson also reported on negotiations with the clerical union and the food service union, anticipating both bargaining units will ratify the contracts/MOAs and these proposals will also go to the full School Committee on April 29, 2019, for consideration in executive session.

Director Carlson reported on the status of the PEC (Public Employee Committee) Agreement and outlined proposed changes to this Agreement, which will expire on June 30, 2019.

Motion: To support the MOAs with the custodial, clerical, and food service unions, and to also support the proposed changes to the PEC Agreement, as outlined at this meeting, and to forward these Agreements to the full School Committee for consideration and ratification.

(M. Rivers)
(R. Imber)

Roll call vote:

In favor:

Scott Brown
Robert Imber
Michael Rivers

Opposed:

None

Motion passed unanimously.

Motion: To adjourn the executive session, not to return to public session.

(M. Rivers)
(R. Imber)

Roll call vote:

In favor:

Scott Brown
Robert Imber
Michael Rivers

Opposed:

None

Motion passed unanimously.

Executive session adjourned at 8:15 PM.

Respectfully submitted,

Jeff Carlson
Director of Human Resources
JC:rlp

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

Wednesday, April 24, 2019

5:30 PM

Superintendent's Conference Room
District Central Office
1745 Main Street, Jefferson

Minutes

In Attendance: Thomas Curran, Chair, Adam Young
Absent: Michael Rivers, Vice-chair
Administration: Daniel Deedy, Director of Business and Finance

I. Call to Order

Subcommittee Chair Curran called the meeting to order at 5:32 PM.

II. Minutes of March 19, 2019 Meeting

Motion: To approve the minutes of the March 19, 2019 meeting of the Facilities and Security Subcommittee.

(A. Young)
(T. Curran)

The minutes were approved by consensus.

III. School Safety

Safer Schools and Communities – Equipment and Technology Grant - status

Director Deedy reported this grant application was submitted by the April 3rd deadline, and the District is waiting to hear back about the application, anticipating word about the grant within the next 2 – 3 weeks. The grant application requests include installation of security cameras for the front of the schools, as well as funding to purchase contents for Go-Buckets. The schedule of events/implementation if the grant is awarded was review.

IV. Implementation of ALICE District-wide

Members requested an updated on “hands-on” staff training. Director Deedy reported this is happening in multiple schools.

V. Capital Projects

There was brief discussion about submitting a letter/SIO (Statement of Interest) to MSBA (Massachusetts School Building Authority) for construction of a new elementary school in Holden. The subcommittee will be kept apprised about plans for a new Holden school.

An update is needed on the water tank at Houghton Elementary School in Sterling.

VI. Facility Concerns/Issues

Director Deedy has requested of K-8 Facility Manager Jim Covello a list of deliverables/schedule of summer facility projects.

VII. Turf Field Replacement Update

Director Deedy spoke about references obtained on Field Turf, reporting they were positive. There was discussion about holding back the final payment of \$60,000 until the new field has been used for one season. The anticipated schedule is the project will be awarded in early May and the project will be completed by July 31, 2019.

- Revolving Account – Field Use

There was discussion about creating a Revolving Account funded by field use fees to support maintenance of the field at the high school.

VIII. Tuition-free, Full-day Kindergarten Proposal

Implementation of tuition-free, full-day kindergarten will be decided at the upcoming Annual Town Meetings (if the WRSD budget is approved, tuition-free, full-day kindergarten will be implemented for the 2019-2020 school year).

- Mayo Elementary School - status

Once it is determined if full-day will be implemented District-wide, the additional kindergarten room at Mayo Elementary School will be transformed.

IX. SOLECT Solar Project at Rutland Schools – status

SOLECT will reimburse the District for overtime of school personnel needed on weekends during this project. SOLECT has repaired landscaping at Naquag Elementary School following completion of the project. Work continues at Glenwood Elementary School.

X. School Resource Officer @ WRHS

The SRO (School Resource Officer) parking in the front area of the high school has been discussed with WRHS Principal Beando, who has no issue with this arrangement.

XI. Visitor Parking/Handicapped Parking Spaces

Changing some of the handicapped parking spaces at the high school to visitor parking spaces is being investigated.

XII. Next Meeting

This subcommittee will not meet again until after the May Organizational Meeting of the full School Committee.

XIII. New Business

There was no new business brought before the subcommittee.

XIV. 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.

XV. Adjournment

Motion: To adjourn.

(A. Young)
(T. Curran)

The motion passed unanimously.

The meeting adjourned at 6:50 PM.

Respectfully submitted,

Adam Young, Member

AY:rlp

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

MINUTES

Thursday, April 25, 2019
8:30 PM

Superintendent's Conference Room
District Central Office
1745 Main Street, Jefferson

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

Absent: Megan Weeks

Administration: Jeff Carlson, Director of Human Resources

I. Call to Order

Chair Lavoie called the meeting to order at 8:30 PM.

II. Approval of Minutes

Deferred

III. Review of WRSDC Member Feedback/Input – Superintendent's Annual Evaluation

Members had previously been provided with access to the online evaluation submissions which were provided by 15 of the 19 members of the full School Committee. The online submissions were reviewed and discussed.

IV. Development of Composite Evaluation

The full School Committee will be taking action on the Superintendent's annual evaluation at the regular School Committee meeting on April 29, 2019. School Committee Chair Mills will write the evaluation narrative, based upon input by the fifteen members of the full School Committee.

V. Next Meeting

The subcommittee will not meet again until after the May 2019 local elections, and the new School Committee is seated and subcommittee assignments made.

VI. New Business

There was no new business brought before the subcommittee.

IV. Adjournment

Motion: To adjourn.

(A. Michalowski)
(K. Mills)

Vote:

In favor:

Matthew Lavoie
Amy Michalowski
Kenneth Mills

Opposed:

None

The motion was unanimously approved.

The meeting adjourned at 9:30 PM.

Respectfully submitted,

Matthew Lavoie, Chair
Superintendent Goals and Evaluation Subcommittee
ML:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

MINUTES

Business/Finance Subcommittee

Tuesday, May 21, 2019
7:00 PM

Superintendent's Conference Room
District Central Office
1745 Main Street, Jefferson

In Attendance: Michael Dennis, Chair, Maleah Gustafson, Matthew Lavoie, Linda Long-Bellil (7:10 PM), Adam Young

Absent: Benjamin Mitchel, Vice-chair

Administration: Darryll McCall, Superintendent
Daniel Deedy, Director of Business and Finance

Others: Heidi Lahey, WREA

I. Call to Order

Subcommittee Chair Dennis called the meeting to order at 7:01 PM.

II. Approval of Minutes

Motion: To approve the minutes of the April 1, 2019 Business/Finance Subcommittee meeting.

(M. Gustafson)
(A. Young)

The minutes were approved by consensus.

7:10 PM Member Long-Bellil joined the meeting.

III. Review of FY18 Annual Audit

Members had been provided with FY18 audit documents recently completed by District Auditors Melanson Heath. Director Deedy reported on the May 13, 2019 meeting of the Audit Advisory Board when that Board reviewed the documents and recommended approval by the full School Committee.

Findings and Correction Action Plan to be completed by Director Deedy prior to September 2019 to include:

- All Journal Entries having proper review with co-signature by Director Deedy
- Director Deedy to develop consistent form for Cash Receipts and Cash Reconciliation

- Director Deedy to create process and procedures for cash to be received by bank within 24 hours
- Director Deedy to ensure proper process is in place for timesheets to only be processed with proper authorization

7:30 PM Member Gustafson left the meeting.

IV. District Treasurer – Annual Evaluation and Contract Renewal

Director Deedy reviewed the narrative evaluation he prepared for District Treasurer James Dunbar and asked members for their comments and input. Director Deedy explained Mr. Dunbar's one year contract will expire on June 30, 2019 and he is recommending continuation of the contract with Mr. Dunbar. Mr. Dunbar will be invited to review his evaluation with a recommended 2% increase over the prior contract. Revised evaluation to reflect a rating of Exceeds Expectations under #1.

V. FY19 Budget to Actual Update

The FY19 revenue shortfall is driven by two factors. They are Medicaid receipts which will fall well below the benchmark as well as Miscellaneous Revenue receipts which will also fall well below the benchmark. The Medicaid receipts as of this date (5/21/2019) were expected to be approximately \$230,000 short in FY19 because claims were rejected by Mass Health due to inadequate documentation. There is likely going to be an impact on FY20 as well, the value as of this date (5/21/2019) is unknown. Miscellaneous Revenue is estimated to be short approximately \$177,000.

VI. FY19 Budget Transfers

Motion: To recommend to the full School Committee a budget transfer of \$100,000 from the Salaries and Stipends Appropriation to the Benefits and Insurance Appropriation

(M. Dennis)

(A. Young)

Vote:

In favor:

Michael Dennis
Matthew Lavoie
Linda Long-Bellil
Adam Young

Opposed:

None

The motion passed unanimously.

Motion: To recommend to the full School Committee a budget transfer of \$20,000 from the Transportation Appropriation to the Instructional Support Appropriation

(M. Dennis)

(A. Young)

Vote:

In favor:

Michael Dennis
Matthew Lavoie
Linda Long-Bellil
Adam Young

Opposed:

None

The motion passed unanimously.

VII. FY20 Budget Status

Medicaid will have an impact on FY20 budget. District administration is looking to find \$400,000 in reductions through staff restructuring. When asked for specifics, Superintendent McCall and Director Deedy indicated 15 retirees being replaced by new teachers would yield these savings in addition to savings from staff resignations during the summer months, whereby new staff are hired at a lower rate than the budgeted amount. The FY20 budget does reflect additional FTEs as presented at budget meetings. For example, three new kindergarten teachers, three new paraprofessionals in the kindergarten classrooms, an HVAC technician, as well as a teacher at the Early Childhood Center, and additional time for the Middle School Counselor at Thomas Prince School.

VIII. Next Meeting

Date for next meeting TBD.

IX. Old Business

Director Deedy withdraws his request for omnibus approval.

X. New Business

Director Deedy would like to consider creating a Field Usage Revolving Fund and a Capital Stabilization Fund.

XI. Adjournment :

Motion: To adjourn.

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

Vote:

In favor:

Michael Dennis

Matthew Lavoie
Linda Long-Bellil
Adam Young

Opposed:
None

The motion passed unanimously.

The meeting adjourned at 9:19 PM.

Respectfully submitted,

Matthew Lavoie, Member
Business/Finance Subcommittee

ML/rlp

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

MINUTES

Business/Finance Subcommittee

Monday, June 10, 2019
6:00 PM

Media Center
Wachusett Regional High School
1401 Main Street, Holden

In Attendance: Michael Dennis, Chair, Benjamin Mitchel, Vice-chair, Maleah Gustafson, Linda Long-Bellil, Adam Young

Absent: Matthew Lavoie

Administration: Darryll McCall, Superintendent
Robert Berlo, Deputy Superintendent
Daniel Deedy, Director of Business and Finance

Others: James Dunbar, District Treasurer
Stacey Duffy, WREA
Heidi Lahey, WREA
Mary Shepherd, WREA

I. Call to Order

Subcommittee Chair Dennis called the meeting to order at 6:00 PM, and he welcomed Mr. Dunbar to the meeting.

II. Approval of Minutes

Motion: To approved the minutes of the May 21, 2019 Business/Finance Subcommittee meeting.

Upon review of the draft minutes, edits were made and will be incorporated into the May 21, 2019 draft minutes, for review and approval at a future meeting of this subcommittee.

III. District Treasurer – Annual Evaluation and Contract Renewal

The annual evaluation of District Treasurer Dunbar was reviewed with Mr. Dunbar. Particular note was made of the success Mr. Dunbar has had managing the District's investments this fiscal year. Mr. Dunbar's goals for 2019-2020 were reviewed and discussed. Members thanked Mr. Dunbar for his services the last year, and are recommending continuation of this contract for one year, July 1, 2019 – June 30, 2020, with a 2% increase in his monthly salary to \$1,301.18 (annual salary \$15,614.16).

6:15 PM Mr. Dunbar left the meeting.

IV. Update on Medicaid Reimbursement

The administration shared with the subcommittee the potential shortfall in Medicaid receipts estimated to be approximately \$1M. Discussion ensued on how this came to be and next steps to correct this matter. This \$1M shortfall is the estimated total revenue shortfall for FY20.

V. Staff Restructuring Plan

At Subcommittee Chair Dennis' inquiry, it was reported a staff restructuring plan/staffing plan is being worked on and developed, but has not been finalized at this point in time. District administration continues to address this plan and will share with the School Committee when finalized.

VI. FY19 Budget Update

- Budget Transfers

Director Deedy reported there are three budget transfers on the agenda for the full School Committee meeting this date, seeking Committee approval to transfer funds from the *Salaries and Stipends Appropriation*, the *Transportation Appropriation*, and the *Operations and Maintenance Appropriation* to the *Benefits and Insurance Appropriation*.

VII. Next Meeting

Subcommittee Chair Dennis expects to schedule the next meeting something before the July 9, 2019 regular meeting of the School Committee.

VIII. Old Business

There was no old business brought before the subcommittee.

IX. New Business

There was no new business brought before the subcommittee.

X. Adjournment

Motion: To adjourn.

(A. Young)
(M. Gustafson)

Vote:

In favor:

Michael Dennis
Benjamin Mitchel
Maleah Gustafson
Linda Long-Bellil
Adam Young

Opposed:
None

The motion passed unanimously.

The meeting adjourned at 7:00 PM.

Respectfully submitted,

Benjamin Mitchel
Business/Finance Subcommittee
BM/rlp

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

Kenneth Mills, Chair

1745 Main Street

Jefferson, MA 01522

August 1, 2019

Mr. Michael Nicholson
Rutland Town Administrator
246 Main Street
Rutland, MA 01543

Mrs. Sheila Dibb, Chair
Rutland Selectboard
246 Main Street
Rutland, MA 01543

Dear Mr. Nicholson and Mrs. Dibb:

On behalf of the WRSDC and District administration, I am requesting that the Town of Rutland appointment a resident of Rutland to fill the vacant seat on the Wachusett Regional School District Committee, a vacancy created on May 14, 2019 when Rutland resident Rachel Dolan submitted her letter of resignation. An appointment of a citizen to fill the fourth seat on the School Committee would be until the May 2020 local elections.

Your assistance with bringing the School Committee to full membership will be much appreciated. Please reach out to me or to Superintendent McCall if you have questions or if we can assist in any manner.

Sincerely yours,



Kenneth Mills, Chair
Wachusett Regional School District Committee

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

KM:rlp

To: Wachusett Regional School District Finance Committee

From: James J. Dunbar, Treasurer

Date: July 10, 2019

Subject: Treasurer's Update – May 2019

I have reviewed the bank statements, bank reconciliations, and reconciling items for the month ending May 31, 2019 and feel that Treasurers cash is accurately stated.

1. The May 31, 2019 bank balances are as shown on the attached sheet.
2. The warrants funded during the month of May 2019 were as follows:

<u>Date</u>	<u>Description</u>	<u>Amount</u>
5/3	Payroll Warrant	\$ 1,989,208.80
5/7	Warrant #29	881,004.25
5/14	Warrant #30	1,500.00
5/17	Payroll Warrant	2,054,522.98
5/17	Payroll Warrant	396.73
5/17	Payroll Warrant	(3,067.55)
5/23	Warrant # 31	2,505,911.95
5/31	Payroll Warrant	2,823,056.17

Our excess general funds are currently earning the following rates:

MMDT	2.57%
Berkshire Bank	0.50%

CASH RECONCILIATION OF CASHBOOK TO GENERAL LEDGER
May 31, 2019

Bank	Account #	Fund	Description	Cashbook 5/31/2019
CHECKING				
Eastern Bank	-7310	001	Payables reconciliation-clearing	364.84
Berkshire Bank	-4534	001	Depository Account	402,468.81
Eastern Bank	-0264	001	Payroll Reconciliation	146.33
Fidelity Bank	-1451	050	checking - Paxton	2,516.63
Leominster Credit Union	-8861	050	checking - Mountview	2,550.00
Leominster Credit Union	-8832	050	checking - Dawson	100.00
Leominster Credit Union	-8845	050	checking - Mayo	2,500.00
Leominster Credit Union	-0244	050	checking - Sterling	2,500.00
Fidelity Bank	-1444	050	checking - Thomas Prince	2,517.81
Leominster Credit Union	-8858	050	checking - Davis Hill	2,500.00
Cornerstone Bank	-9626	050	checking - Naquag	2,286.47
Cornerstone Bank	-9618	050	checking - Central Tree	2,500.00
Cornerstone Bank	-9551	050	checking - Glenwood	500.00
Leominster Credit Union	-1024	050	WRHS student activity checking	3,324.93
TOTAL CHECKING				426,775.82
MONEY MARKET				
Berkshire Bank	-2960	022	Cafeteria revolving - Sterling	4,566.01
Leominster Credit Union	-1029	050	WRHS Student Activity Revolving	342,807.61
Berkshire Bank	-3002	023	Middle School Athletic Revolving	103,443.10
TD Banknorth, NA	-1032	001	General Fund	26,749.67
Eastern Bank	-0363	001	General Fund	3,060,236.13
Eastern Bank Debit Card	-6672	001	General Fund	124.92
Eastern Bank Tuition	-7357	001	General Fund	118,211.18
Enterprise Bank	-3225	001	General Fund	39,779.28
Avidia Bank	-8701	001	General Fund	33,200.01
MMDT	-4707	001	Money Market	6,660,696.60
TOTAL MONEY MARKET				10,389,814.51
SAVINGS				
Cornerstone Bank	-0132	022	Cafeteria revolving - Naquag	2,347.19
Cornerstone Bank	-0140	022	Cafeteria revolving - CTMS	3,996.78
Cornerstone Bank	-1230	022	Cafeteria revolving - Glenwood	4,254.12
Cornerstone Bank	-3092	022	Student Activity - CTMS	15,199.96
Cornerstone Bank	-9535	022	Student Activity - Glenwood	6,382.21
Cornerstone Bank	-3117	022	Student Activity - Naquag	8,472.45
Fidelity Bank	-1908	022	Cafeteria revolving - Princeton	3,746.23
Fidelity Bank	-6479	022	Cafeteria revolving - Paxton	2,984.47
Berkshire Bank	-4569	022	Cafeteria revolving - Dawson	3,128.48
Berkshire Bank	-2944	022	Cafeteria revolving - Davis Hill	2,482.74
Berkshire Bank	-4550	022	Cafeteria revolving - Mayo	2,218.32
Berkshire Bank	-2952	022	Cafeteria revolving - Mountview	8,707.54
Berkshire Bank	-4542	022	Cafeteria revolving - WRHS	308,976.64
Berkshire Bank	-2979	029	Adult Education	72.01
Fidelity Bank	-0736	050	Student Activity Depository	67,222.64
Leominster Credit Union	-6025	050	Student Activity Revolving	139,789.52
Berkshire Bank	-2987	023	Athletic revolving	60,742.28
Berkshire Bank	-2995	023	Athletic transportation	39,905.26
TOTAL SAVINGS				680,628.84
CDs (Investments)				
Leominster Credit Union		60	Atlas	10,796.88
Leominster Credit Union		60	Bailey	2,134.42
Leominster Credit Union		60	Bradshaw	13,619.97
Leominster Credit Union		60	D'Errico	3,041.82
Leominster Credit Union		60	Finocchio	8,084.81
Leominster Credit Union		60	Fitzgerald	9,232.08
Leominster Credit Union		60	Green	6,764.20
Leominster Credit Union		60	Griffin	18,663.52
Leominster Credit Union		60	Hayman	3,238.89
Leominster Credit Union		60	Hawson	12,623.38
Leominster Credit Union		60	Lionett	8,142.58
Leominster Credit Union		60	Ljungberg	2,186.58
Leominster Credit Union		60	Narajan	10,904.22
Leominster Credit Union		60	Shailale	4,740.54
Leominster Credit Union		60	Tarkiainen	7,418.25
Leominster Credit Union		60	Thibodeau	12,576.85
Leominster Credit Union		60	Wachusett #2	60,301.48
Leominster Credit Union		60	Wesley	6,059.40
Leominster Credit Union		60	White	1,175.33
TOTAL CDs				201,705.20
OPEB				
Bartholomew and Company	-3593	70	OPEB	10,041.82
TOTAL OPEB				10,041.82
TOTAL				11,708,966.19
Adjusted Cashbook				11,708,966.19
General Ledger				11,708,966.19
Variance				0.00
General Fund Total				10,341,977.77

To: Wachusett Regional School District Finance Committee

From: James J. Dunbar, Treasurer

Date: August 6, 2019

Subject: Treasurer's Update – June 2019

I have reviewed the bank statements, bank reconciliations, and reconciling items for the month ending June 30, 2019 and feel that Treasurers cash is accurately stated.

1. The June 30, 2019 bank balances are as shown on the attached sheet.
2. The warrants funded during the month of June 2019 were as follows:

<u>Date</u>	<u>Description</u>	<u>Amount</u>
6/10	Warrant #33	\$ 1,686,488.53
6/14	Payroll Warrant	1,264,148.19
6/14	Payroll Warrant	2,009,716.03
6/24	Warrant # 34	2,042,565.86
6/28	Payroll Warrant	2,176,026.39

Our excess general funds are currently earning the following rates:

MMDT	2.55%
Berkshire Bank	0.50%

CASH RECONCILIATION OF CASHBOOK TO GENERAL LEDGER
June 30, 2019

Bank	Account #	Fund	Description	Cashbook 6/30/2019
CHECKING				
Eastern Bank	-7310	001	Payables reconciliation-clearing	216.52
Berkshire Bank	-4534	001	Depository Account	31,899.06
Eastern Bank	-0264	001	Payroll Reconciliation	144.58
Fidelity Bank	-1451	050	checking - Paxton	2,516.74
Leominster Credit Union	-8861	050	checking - Mountview	2,550.00
Leominster Credit Union	-8832	050	checking - Dawson	100.00
Leominster Credit Union	-8845	050	checking - Mayo	2,500.00
Leominster Credit Union	-0244	050	checking - Sterling	2,500.00
Fidelity Bank	-1444	050	checking - Thomas Prince	2,518.01
Leominster Credit Union	-8858	050	checking - Davis Hill	2,500.00
Cornerstone Bank	-9626	050	checking - Naquag	2,286.47
Cornerstone Bank	-9618	050	checking - Central Tree	2,500.00
Cornerstone Bank	-9551	050	checking - Glenwood	500.00
Leominster Credit Union	-1024	050	WRHS student activity checking	3,324.93
TOTAL CHECKING				56,056.31
MONEY MARKET				
Berkshire Bank	-2960	022	Cafeteria revolving - Sterling	5,932.78
Leominster Credit Union	-1029	050	WRHS Student Activity Revolving	231,568.45
Berkshire Bank	-3002	023	Middle School Athletic Revolving	101,388.77
TD Banknorth, NA	-1032	001	General Fund	26,755.17
Eastern Bank	-0263	001	General Fund	116,947.78
Eastern Bank Debit Card	-6672	001	General Fund	99.96
Eastern Bank Tuition	-7357	001	General Fund	128,786.70
Enterprise Bank	-3225	001	General Fund	39,785.81
Avidia Bank	-8701	001	General Fund	33,200.01
MMJT	-4707	001	Money Market	2,671,116.50
TOTAL MONEY MARKET				3,355,581.93
SAVINGS				
Cornerstone Bank	-0132	022	Cafeteria revolving - Naquag	2,820.65
Cornerstone Bank	-0140	022	Cafeteria revolving - CTMS	5,597.46
Cornerstone Bank	-1230	022	Cafeteria revolving - Glenwood	5,135.48
Cornerstone Bank	-3092	022	Student Activity - CTMS	13,789.08
Cornerstone Bank	-9535	022	Student Activity - Glenwood	10,433.20
Cornerstone Bank	-3117	022	Student Activity - Naquag	7,562.76
Fidelity Bank	-1908	022	Cafeteria revolving - Princeton	4,356.68
Fidelity Bank	-6479	022	Cafeteria revolving - Paxton	3,933.53
Berkshire Bank	-4569	022	Cafeteria revolving - Dawson	3,767.51
Berkshire Bank	-2944	022	Cafeteria revolving - Davis Hill	3,424.27
Berkshire Bank	-4550	022	Cafeteria revolving - Mayo	2,992.17
Berkshire Bank	-2952	022	Cafeteria revolving - Mountview	10,429.50
Berkshire Bank	-4542	022	Cafeteria revolving - WRHS	211,046.74
Berkshire Bank	-2979	029	Adult Education	72.04
Fidelity Bank	-0736	050	Student Activity Depository	44,804.37
Leominster Credit Union	-6025	050	Student Activity Revolving	159,785.41
Berkshire Bank	-2987	023	Athletic revolving	52,280.60
Berkshire Bank	-2995	023	Athletic transportation	2,692.05
TOTAL SAVINGS				544,923.50
CDs (Investments)				
Leominster Credit Union		60	Atlas	10,796.88
Leominster Credit Union		60	Bailey	2,134.42
Leominster Credit Union		60	Bradshaw	13,619.97
Leominster Credit Union		60	D'Errio	3,041.82
Leominster Credit Union		60	Finocchio	8,084.81
Leominster Credit Union		60	Fitzgerald	9,232.08
Leominster Credit Union		60	Green	6,764.20
Leominster Credit Union		60	Griffin	18,663.52
Leominster Credit Union		60	Hayman	3,238.89
Leominster Credit Union		60	Hewson	12,623.38
Leominster Credit Union		60	Lionett	8,142.58
Leominster Credit Union		60	Ljungberg	2,186.58
Leominster Credit Union		60	Narolan	10,904.22
Leominster Credit Union		60	Shaitale	4,740.54
Leominster Credit Union		60	Tarkiainen	7,418.25
Leominster Credit Union		60	Thibodeau	12,576.85
Leominster Credit Union		60	Wachusett #2	60,301.48
Leominster Credit Union		60	Wesley	6,059.40
Leominster Credit Union		60	White	1,175.33
TOTAL CDs				201,705.20
OPEB				
Bartholomew and Company	-3593	70	OPEB	10,376.93
TOTAL OPEB				10,376.93
TOTAL				4,168,643.87
AP Warrant # 1935				(803,720.48)
Transfer in Process				375,000.00
Funds Accrued Until July Deposit				(122,600.00)
Voided SA checks 262247 & 261570				1,059.45
Adjusted Cashbook				3,618,382.84
General Ledger				3,618,382.84
Variance				0.00
General Fund Total				3,048,952.09



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

TO: Darryll McCall, Superintendent of Schools

FROM: Daniel Deedy, Director of Business and Finance

RE: August 2019 Report

DATE: August 15, 2019

- 1. FY19 Budget Update:** Business for FY19 was completed with the Warrant on July 15, 2019. The unaudited balance in the General Fund is \$94,836.00. Administration made adjustments in several Revolving Funds to achieve this balance. Those Revolving Funds included Athletics and Building Use.

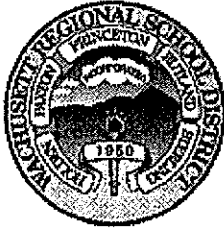
The final breakdown is as follows:

Total Estimated Revenue:	\$93,768,399.00
Total Estimated Expenditures:	\$93,673,563.00
Estimated Balance:	\$94,836.00

At the time of this writing, Administration was working on final numbers for Revolving Accounts.

- 2. FY20 Budget Update:** **Attachment A** is a copy of the FY20 budget by Appropriation dated August 13, 2019. The Salary Budget (a majority of it being teacher salaries) is currently being encumbered. The same is said for Tuitions. As discussed at previous meetings of both the Audit Advisory and Finance subcommittees, tuitions will not be charged to the General Fund and later reversed to Circuit Breaker in FY20. Administration is currently in the process of identifying tuitions to be classified to Circuit Breaker. Once completed, those tuitions will be encumbered to Circuit Breaker.

Attachment B is a worksheet that projects the District's revenues with the State budget now approved. As of August 1, 2019, Administration projects a shortfall of approximately 1 million dollars. This is a fluid number and is reviewed on an ongoing basis.



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

As part of this review, Administration including the Director of Business and Finance and Human Resources Director are frequently reviewing salaries of new hires due to resignations, retirements, or district transfers with the intent of generating cost savings in the Salary Appropriation. The District has generated savings of approximately \$616,598 through July 24, 2019. Administration will have a much better understanding of savings in the Salary Budget once all Teacher salaries are fully encumbered and hiring (especially for teachers) is completed.

- 3. Medicaid:** Administration posted a part time position for a Medicaid Manager. This is a new position and is in response to the issues identified with processing Medicaid claims last spring. Through August 14, 2019, the District received four (4) resumes. Administration is in the process of establishing an interview committee with the intent of initiating interviews in the next two (2) weeks, if not sooner.

In the interim, the District continues to make great strides with its Medicaid reporting. Costs that had been previously excluded from claims are now part of the claim process. These costs include for example, professional development for teachers, and clinical services for students residing in out of district programs. It is unknown the value of revenue these charges will generate; however, UMASS has informed Administration these additional costs will generate revenue from the charges.

- 4. Review of Revenue Sources:** Please see **Attachment C**.
- 5. Update on Turf Field Replacement @ WRHS:** This item will be discussed under the Superintendent's Report.

Attachment A



08/13/2019 17:33
9820ddee

Wachusett Regional School District
FY20 YTD BR BY APPROPRIATION 8.13.19

P 1
glytdbud

FOR 2020 13

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1 SALARIES & STIPENDS	62,064,715	0	62,064,715	2,636,195.99	15,194,785.84	44,233,733.17	28.7%
2 BENEFITS & INSURANCE	15,054,973	0	15,054,973	4,439,950.71	9,808,938.87	806,083.42	94.6%
3 INSTRUCTIONAL SUPPORT	3,322,090	0	3,322,090	264,752.83	1,506,132.53	1,551,204.64	53.3%
4 OPERATIONS & MAINTENANCE	3,606,166	0	3,606,166	20,512.80	2,780,825.50	804,827.70	77.7%
5 PUPIL SERVICES	51,241	0	51,241	.00	27,463.36	23,777.64	53.6%
6 SPECIAL ED TUITIONS	3,123,545	0	3,123,545	137,570.88	1,619,864.55	1,366,109.57	56.3%
7 OTHER OPERATING COSTS	1,196,956	0	1,196,956	5.00	.00	1,196,951.00	.0%
8 TRANSPORTATION	6,919,413	0	6,919,413	.00	2,936,069.46	3,983,343.54	42.4%
9 DEBT SERVICE	2,497,106	0	2,497,106	641,296.88	.00	1,855,809.12	25.7%

GRAND TOTAL 97,836,205 0 97,836,205 8,140,285.09 33,874,080.11 55,821,839.80 42.9%

** END OF REPORT - Generated by Dan Deedy **

Attachment B

FY20 Revenue v Expense Projections

ORG	OBJ	ACCOUNT	ACCOUNT DESCRIPTION	ORIGINAL ESTIM REV	ESTIM REV ADJ	REVISED ESTIM REV	ACTUAL YTD REVENUE	REMAINING REVENUE	NOTES
001	401412	001-00-000-000-0000-0-401412	GF MIN LOCAL CONT - HOLDEN	-19,225,254		-19,225,254	0.00	-19,225,254	
001	401413	001-00-000-000-0000-0-401413	GF MIN LOCAL CONT - PAXTON	-4,397,455		-4,397,455	0.00	-4,397,455	
001	401414	001-00-000-000-0000-0-401414	GF MIN LOCAL CONT - PRI	-3,565,466		-3,565,466	0.00	-3,565,466	
001	401415	001-00-000-000-0000-0-401415	GF MIN LOCAL CONT - RUTLAND	-7,226,608		-7,226,608	0.00	-7,226,608	
001	401416	001-00-000-000-0000-0-401416	GF MIN LOCAL CONT - STERLING	-8,220,062		-8,220,062	0.00	-8,220,062	
001	401422	001-00-000-000-0000-0-401422	GF OPER - HOLDEN	-7,306,064		-7,306,064	0.00	-7,306,064	
001	401423	001-00-000-000-0000-0-401423	GF OPER - PAXTON	-1,466,595		-1,466,595	0.00	-1,466,595	
001	401424	001-00-000-000-0000-0-401424	GF OPER - PRINCETON	-948,577		-948,577	0.00	-948,577	
001	401425	001-00-000-000-0000-0-401425	GF OPER - RUTLAND	-3,614,910		-3,614,910	0.00	-3,614,910	
001	401426	001-00-000-000-0000-0-401426	GF OPER - STERLING	-2,377,050		-2,377,050	0.00	-2,377,050	
001	401432	001-00-000-000-0000-0-401432	GF TRANS ASSESS - HOLDEN	-2,204,518		-2,204,518	0.00	-2,204,518	
001	401433	001-00-000-000-0000-0-401433	GF TRANS ASSESS - PAXTON	-442,528		-442,528	0.00	-442,528	
001	401434	001-00-000-000-0000-0-401434	GF TRANS ASSESS - PRINCETON	-286,222		-286,222	0.00	-286,222	
001	401435	001-00-000-000-0000-0-401435	GF TRANS ASSESS - RUTLAND	-1,090,756		-1,090,756	0.00	-1,090,756	
001	401436	001-00-000-000-0000-0-401436	GF TRANS ASSESS - STERLING	-717,246		-717,246	0.00	-717,246	
001	401442	001-00-000-000-0000-0-401442	GF DEBT ASSESS- HOLDEN	-1,089,974		-1,089,974	0.00	-1,089,974	
001	401443	001-00-000-000-0000-0-401443	GF DEBT ASSESS- PAXTON	-237,436		-237,436	0.00	-237,436	
001	401444	001-00-000-000-0000-0-401444	GF DEBT ASSESS- PRINCETON	-153,566		-153,566	0.00	-153,566	
001	401445	001-00-000-000-0000-0-401445	GF DEBT ASSESS- RUTLAND	-587,031		-587,031	0.00	-587,031	
001	401446	001-00-000-000-0000-0-401446	GF DEBT ASSESS- STERLING	-369,100		-369,100	0.00	-369,100	
001	401450	001-00-000-000-0000-0-401450	GF CHAP 70 - REG SCHOOL AID	-28,500,615	147,220	-28,647,835	0.00	-28,647,835	
001	401451	001-00-000-000-0000-0-401451	GF CHAP 71 - REG SCHOOL TRANS	-2,178,143	150,955	-2,329,098	0.00	-2,329,098	See note 1
001	401452	001-00-000-000-0000-0-401452	GF CHAP 70 - CHARTER REIMBURSE	-33,253	50,992	-84,245	0.00	-84,245	
001	401455	001-00-000-000-0000-0-401455	GF - MEDICAID	-1,137,521	(537,521)	-600,000	0.00	-600,000	
001	401460	001-00-000-000-0000-0-401460	GF INTEREST	-21,005	28,995	-50,000	0.00	-50,000	
001	401462	001-00-000-000-0000-0-401462	GF REVENUE - MISCELLANEOUS	-439,250	(239,250)	-200,000	0.00	-200,000	
			Total 001 GENERAL FUND	-97,836,205	(398,609)	-97,437,596	0.00	-97,437,596	
			Revenue Total	-97,836,205	(398,609)	-97,437,596	0.00	-97,437,596	
			Expense Total	97,836,205		97,836,205	0.00	97,836,205	
			Grand Total	0		(398,609)	0.00	(398,609)	See note 2
						(600,000)		(600,000)	See note 3
						(998,609)		(998,609)	See note 3

Note 1: Reg'l Transportation reflects reduction of 135k

Note 2: 600k need for FDK

Note 3: Estimated budget shortfall

Attachment C

Review of Revenue Sources

Please provide a review of revenue sources (i.e. Transportation, Circuit Breaker, Medicaid, etc.) and confirmation/assurance that the District has actually reviewed these revenue sources and has done at least a cursory overview to insure that the District is managing these funds/resources correctly and accurately, to prevent a reassurance of current budget issues.

1. **Regional Transportation Reimbursement:** The Administration conducted a thorough review of the methodology used for this calculation in August, 2018. This revised methodology was reviewed and approved by the DESE in August, 2018. The Administration used this methodology in preparing the FY18 EOYR. Melanson Heath, the District's auditors, supported the implementation of this revised methodology.
Action: No further action needed.
2. **Medicaid Claims Processing:** The District has been conducting a number of trainings throughout the summer with District staff in addition to several trainings with District staff during the latter part of the 2018-2019 school year. Administration has held two (2) monthly meetings with representatives from UMASS this summer with a third meeting scheduled for Wednesday, August 21, 2019. Administration and UMASS together have been examining information submitted via the claims process and information contained in the Annual Cost Report. Additional expenses have been identified as quantifiable charges for reimbursement. These included teacher professional development and out of district clinical services to name but a few. Administration and UMASS are now in frequent discussion relative to claims also. Administration will know in mid to late Fall, 2019 the estimated value of reimbursement for the FY19 Cost Report.
Action: This is an ongoing task.

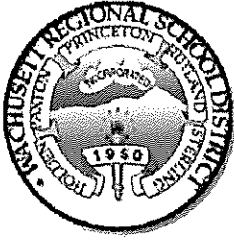
Attachment C

3. **Miscellaneous Revenue:** The majority of the revenue applied to this account is the end result of billings to districts across the Commonwealth for cost shares of special education transportation. FY18 and FY19 revenues have not hit their budgeted benchmarks. The Administration is currently projecting out this year's known cost shares. That figure will be less than the budgeted, revenue amount. For FY21, the Administration will reduce this revenue account.
Action: This is an ongoing task.
4. **Interest:** Interest income in FY19 exceeded the budgeted benchmark by approximately \$76,000.00 due in large part to investment strategies deployed by the District's Treasurer. These investments are reviewed by the Treasurer on a regular basis given market conditions.
Action: This is an ongoing task.
5. **Chapter 70:** Chapter 70 is the education aid to the District driven by the funding formula. The driver to this formula is the October 1 count. Administration is closely monitoring the activity of the Foundation Budget Review Commission for their work in addition to the State Legislature is driving these dollars. With the implementation of Full Day Kindergarten in the 2019-2020 school year, the District should realize a boost in its FY21 Chapter 70 allocation.
Action: This is an ongoing task.
6. **Circuit Breaker:** Circuit Breaker claims are reimbursed to the District the following fiscal year. The percentage of the reimbursement is driven by the State budget. The Administration closely monitors all SPED tuitions for they will have an impact on the following year's budget. Since the reimbursement is driven by the State budget, the District is conservative estimating reimbursements the following fiscal year.
Action: This is an ongoing task.
7. **School Choice In and Out:** School Choice In enrollment is frozen. Administration closely monitors these numbers and has estimated receipts conservatively. School Choice Out on the other hand tends to be the reverse, where numbers have seen a slight increase. Administration tracks the monthly charges by the DESE on the expense side.
Action: This is an ongoing task.

Attachment C

8. **Charter School In and Out:** Similar to the School Choice discussion above, Administration tracks the Charter School Assessment and Reimbursement each month via the Department of Revenue. Of particular concern are adjustments in December and June. The December adjustments trends the reimbursement and assessment for the balance of the fiscal year until June, when the DOR will catch up and make any final adjustments. Action: This is an ongoing task.

Created 8.14.19



Wachusett Regional School

district

Holden, Paxton, Princeton, Rutland, Sterling

To: Darryll McCall
Superintendent of Schools

From: Jeff Carlson
Director of Human Resources

Re: July/August, 2019 Activity Report

Date: Thursday, August 15, 2019

1. Personnel

- HR has processed approximately 30 new Teaching hires this summer in preparation for the upcoming school year. We still have a few vacancies to fill but are well staffed overall heading into the new school year.
- The Director of Social and Emotional Learning and Manager of Medicaid Services position have been posted and interviews will begin soon to fill these critical positions.
- Over the next month HR will be working with School Principals to fill ancillary support positions such as Paraprofessionals, Food Service and substitute personnel positions.
- HR staff will soon begin processing CORI badges for school volunteers. We receive several hundred new volunteer and renewals each school year and staff will be very busy preparing these for the schools.
- The FY 20 salary grids for payroll have been completed and will soon be given to Payroll for implementation.
- Fall stipend positions are being filled and processed. This involves new Coaches for the High School and other schools.
- Human Resources and District IT staff are working together to fully implement the ReadySub online substitute management system in all

Jefferson School

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

District schools. This implementation will take place in the month of September, 2019.

2. Collective Bargaining

- *The District received a letter from the Teamsters Local 170 requesting to begin bargaining for a successor Contract to the current one that expires on June 30, 2020. In addition to this Contract the Wachusett Administrators Association and the ABA/PA contracts also expire this school year.*

3. Health Insurance

- *We are planning on sending out a District News the week of September 9th that will cover a number of benefit related issues for staff.*
- *The Director will be working with the Blue Cross and Blue Shield Wellness staff to arrange District – wide Flu Clinics for the Fall.*
- *The District is transitioning to The Hartford effective September 1, 2019, for short and long term disability insurance.*

4. Fingerprinting update

- *Morpho Trust, the state finger printing vendor continues to fingerprint all new hires and existing staff. We have not experienced any delays with new staff getting fingerprint appointments.*

5. Teacher/ Administrator Licensure

- *The Director has been working with all new hires on any licensing issues that appear in the hiring process. This involves uploading transcripts to DESE as well as expediting teaching licenses. We will also be working directly with DESE licensing officials on any Waiver applications that may be needed.*

6. Human Resources / Business Office Meetings

- *The Director will soon start to work with the Director of Business and Finance on issues impacting our two departments. This involves working collaboratively on the implementation of the FY 20 budget and the FY19 audit.*

Should you have any questions regarding this report, do not hesitate to contact me.