

# *Wachusett Regional School District*

*Holden, Paxton, Princeton, Rutland, Sterling*

November 1, 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

This first day of November has been eventful, so far. As a result of last night's weather, sections of Holden lost power before dawn today, resulting in Mountview Middle School being without power, and Bullard Street was impacted by downed trees, making travel to Mayo Elementary School challenging. The generator at Mayo kicked in for a short time before Holden Light was able to restore electricity to Mayo, but tree removal on Bullard Street (and surrounding area) still needed to be addressed before the road to the school would be passable. As a result of the road conditions, I called for a two hour delay at Mayo Elementary School. Because we did not have a confirmed timeline for the anticipated restoration of power at Mountview, that school was cancelled for the day. As soon as these decisions were made, I sent out SchoolMessenger alerts to Mountview and Mayo families and staff. I am grateful to Holden town officials and the Light and Public Works Departments for their efforts.

## Posting and Subcommittee Assignments

Attached you will find the updated posting of School Committee and subcommittee meetings (attachment 1). Also attached is the updated subcommittee assignment roster (attachment 2).

Please be reminded that the Annual Budget Roundtable will take place Thursday evening, November 7<sup>th</sup>, at 6:30 PM. Again this year, this important meeting with Member Town officials

will be held at the Holden Senior Center. I appreciate Holden Town Manager Peter Lukes offering this space for the meeting. This meeting is the opportunity for Member Town officials, School Committee representatives, and District administrators to gather together to begin discussions about our FY21 budgets. As has been done in the past, our local legislators have also been invited to attend this public meeting, giving all parties the opportunity to talk about our budgets, to discuss budget development, and to work together for the best interests of all parties. This is an open meeting and all are welcome and encouraged to attend. Representation at the table is on a limited basis, with selected members of the town Selectboards, Finance/Advisory Committees, and town administrators along with Chair Mills representing the School Committee, and District administration.

At Monday's meeting, I, along with Deputy Superintendent Berlo, will present to the Committee the draft of our Staffing Plan, a document we have been working on for several months. We presented this draft information at Monday evening's Management Subcommittee, and we will be ready to present, review, and discuss the data with the full Committee Monday evening. As mentioned at the Management meeting this week, this is a living document that will change and be modified from year to year. On an annual basis, we will return to the plan to update class size numbers and projections to better reflect actual information. This flexibility will help us create a plan that does not remain stagnant. We are already updating this document with more information that was discussed at the Management meeting, and will continue to add to the plan as needed.

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

#### John and Abigail Adams Scholarship Qualifiers

Congratulations to the 131 members of the WRHS Class of 2020 who have qualified for the John and Abigail Adams Scholarship based upon their performance on the spring 2018 grade 10 MCAS tests. This scholarship provides free tuition at our state universities, colleges and community colleges (attachment 3).

#### ALICE Lockdown Drill at WRHS

The morning of October 29<sup>th</sup>, the high school conducted the first lockdown drill of the school year. The drill lasted approximately 25 minutes and I am pleased to report it went well. The high school administration was assisted by emergency personnel from our five district towns, West Boylston, and the State Police. I was at 1401 Main Street for the better part of the morning and I was extremely impressed by our students, staff, administrators, as well as our local safety officials and officers.

As the District continues with the implementation of ALICE, we will be educating and training our students, beginning with high school students, on the components of ALICE. As you may know, ALICE is an acronym for an active shooter response training: Alert, Lockdown, Inform, Counter, and Evacuate. On Tuesday, we took the first step in educating our students on the ALICE protocols. In addition to the typical lockdown protocols of locking doors, shutting off

lights, covering windows, etc., we added barricading. From this point forward, whenever a lockdown is called at the high school, students and staff will barricade all entry points to classrooms and then perform the typical lockdown protocols listed above.

In January and February of this school year, we are planning to have high school students participate in an electronic training, which will give students an overall explanation of all ALICE components. This online training roll-out is in the planning stage. I will keep the Committee informed as plans are finalized.

### Budget Updates

Treasurer Dunbar has mailed second payment assessment notices to the Town Treasurers in Holden, Rutland, and Sterling (attachment 4).

### Sandy Hook Promise Violence Prevention Program

We are pleased to announce that Wachusett will participate in a grant-funded opportunity that will begin in the spring of 2020 for students in Grades 6-12. Through the Massachusetts Attorney General's office, in partnership with the Sandy Hook Promise, Wachusett will be receiving extra supports for violence prevention.

The mission of Sandy Hook Promise (SHP) is to provide programs and practices that protect children and prevent the senseless, tragic loss of life. Over the past five years, SHP has trained over 3.5 million adults and students across the country and is deeply committed to preventing violence in schools. The goal is to prevent school violence by focusing on training students and educators to identify the warning signs of violence and take action before a tragedy occurs.

The AG's Office and SHP will collaborate to train educators and students over the course of three years in the three *Know the Signs* programs that will teach youth and adults how to identify, assess, and intervene before a young person hurts themselves or others.

1. ***Start with Hello*** is a violence prevention program for students in grades 6-12 that teaches students how to be more inclusive and connected to one another.
  - a. ***Assemblies with staff and students Grades 6-12 will be scheduled for the spring, 2020.***
2. ***Say Something*** is a violence prevention and education program, with a focus on social media, that teaches students in grades 6-12 how to recognize warning signs and signals of individuals who may be a threat to themselves or others, and to "say something" to a trusted adult before the person hurts themselves or others.
  - a. ***These assemblies will be held during the 2020-2021 school year.***
3. ***Signs of Suicide*** is a universal, school-based prevention program for middle school and high school students, which uses a train-the-trainer model for personnel and students to identify the warning signs and symptoms of depression, suicide and self-injury and take action when needed. The District has had training in this program in the past but we will revisit it as part of the grant opportunity.

Director of SEL Brendan Keenan will be overseeing this program from the District level and will report back on the program at the end of the school year.

Director Keenan officially joined the District on October 7<sup>th</sup> and he has been busy since his first day a few weeks ago. Dr. Keenan will be introduced to the full Committee on Monday evening so that you have the opportunity to put a face to the name.

### Wreaths Across America

As I previously reported, the late afternoon/evening of Monday, December 9<sup>th</sup>, the multi-vehicle Wreaths Across America (WAA) convoy will be stopping at Thomas Prince School on the way from Maine to Arlington National Cemetery to honor our nation's veterans. Former TPS Principal Mary Cringan was approached by WAA to help coordinate this stop, a task Mary has taken on full force. The caravan will make a stop at TPS where the volunteers will be served dinner, local veterans will be invited to attend and be recognized, and a festive evening will take place. This event is at no cost to the District, aside from TPS being the host site. Unfortunately, December 9<sup>th</sup> is the evening of our December School Committee meeting, preventing my attendance at this community event.

### Superintendent's Goals

For your information, attached are my 2019-2020 goals and Administrator Plan, both documents approved by the full Committee at the October 7, 2019 meeting (attachments 5 & 6). During the past two weeks, Deputy Berlo and I have been meeting, individually, with the 13 school principals to review their 2019-2020 goals. These meetings, now concluded, have been very informative and productive, and I am appreciative of our building leaders for all their hard work throughout the year(s).

### WRSDC By-Laws

Full School Committee action on the amended School Committee By-Laws will be on the agenda for the December 9, 2019 School Committee meeting. The amended By-Laws were shared on October 22<sup>nd</sup>, after final review by the Legal Affairs Subcommittee and a copy the document is attached (attachment 7).

### Treasurer's Update

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

### Quarterly Report on Reimbursements

Pursuant to Policy 5273.3 Policy Relating to Personnel Management *Employee Travel for Workshops, Conferences, Visitations* and Policy 5264.1 Policy Relating to Personnel Management *Payment or Reimbursement for Meals*, attached is the Report of Employee Travel

for Workshops, Conferences, Visitations for the period July - September 2019 (attachment 8).

### 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 9). 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.”

### Subcommittee Minutes

- Minutes of the September 3, 2019 meeting of the Management Subcommittee (Subcommittee Minutes attachment 1)
- Minutes of the September 9, 2019 Facilities and Security Subcommittee (Subcommittee Minutes attachment 2)
- Minutes of the September 10, 2019 meeting of the Legal Affairs Subcommittee (Subcommittee Minutes attachment 3)
- Minutes of the September 16, 2019 Education Subcommittee (Subcommittee Minutes attachment 4)
- Minutes of the October 7, 2019 Management Subcommittee (Subcommittee Minutes attachment 5)

### Chair's Correspondence

- October 8, 2019 correspondence to WRSD Nurses (Chair's Correspondence 1)
- October 8, 2019 correspondence to Heidi Lahey (Chair's Correspondence 2)
- October 8, 2019 correspondence to Jason Firmin (Chair's Correspondence 3)
- October 22, 2019 correspondence to Tracy Novick (Chair's Correspondence 4)

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

cc: Executive Staff  
DM:rlp

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

*Agenda*

Regular Meeting #1334

Monday, November 4, 2019

7:00 PM

Media Center  
Wachusett Regional High School, Holden

- I. Public Hearing
- II. Chair's Opening Remarks
  - Draft Staffing Plan*  
Superintendent McCall and Deputy Superintendent Berlo
- 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
- V. Unfinished Business
- VI. Secretary's Report
  - A. Approval of #320 Special Meeting Minutes of the Wachusett Regional School District Committee held on September 23, 2019 – enclosed
  - B. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on September 23, 2019 – *copies of minutes to be distributed at the November 4, 2019 School Committee meeting*
  - C. Approval of #1333 Regular Meeting Minutes of the Wachusett Regional School District Committee held on October 7, 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, C. Smith, Vice-chair, M. Ayala, S. Haber, L. Kirshenbaum, L. Long-Bellil, A. Silva)

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

If you cannot attend the November 4, 2019 Wachusett Regional School District Committee meeting, please contact Rebecca Petersen at (508) 829-1670 Ext. 230.

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

DRAFT Minutes

Special Meeting #320

Monday, September 23, 2019  
7:00 PM

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

*Wachusett Regional School District Committee*

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

*Committee Members Absent:*

Melisa Ayala	Sarah LaMountain
Anthony DiFonso	Karl Ottmar
Robert Imber	

*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  
Christine Smith, Administrator of Special Education

*Student Representatives Present:*

None

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



I. Call to Order

Chair Mills called the meeting to order at 7:01 PM. He announced the meeting was being broadcast live on HCTV Channel 194, but is not streaming.

II. Contract Discussion (Darryll McCall, Superintendent of Schools)

Chair Mills opened the meeting explaining the purpose of the special meeting, and read aloud Article One – Employment, 1-1 of the current contract with Superintendent of Schools Darryll McCall. Chair Mills took the opportunity to explain topics appropriate for executive session. Members were provided, both electronically in advance of the meeting, as well as hard copies at this meeting, with the Superintendent's current contract, Superintendent McCall's last three evaluation narratives, plus a Hanover Research document titled *Best Practices in 360 Degree Evaluations for Superintendents and the Inclusion of Community Input* (attachments 2, 3, 4, 5, 6). Chair Mills continued to explain how he envisions the meeting proceeding, noting an executive session is on the meeting agenda in the event the Chair deems an executive session appropriate.

Motion: To actively let the November 1, 2019 date pass and to enter contract negotiations with Darryll McCall, for a successor contract starting July 1, 2020.

(A. Young)  
(S. Brown)

Chair Mills opened the floor to discussions of the motion on the floor.

Member Long-Bellil voiced support of the motion on the floor.

Member Brown voiced support of the motion on the floor, listing positive actions that have taken place in the last several years under Superintendent McCall's leadership.

Member Weeks voiced her opinion about the importance of consistency in the leadership of the District, and she is in support of the motion on the floor.

Member Gustafson, a member of the Business/Finance Subcommittee, voiced some concerns she has which makes her hesitant about supporting the motion on the floor.

Chair Mills, with Member Young in agreement, restated the motion on the floor. More discussion about the intent of the motion ensued.

Member Lavoie proposed an amendment to the motion to possibly read "The School Committee would agree to enter negotiations, with Article One – Employment, 1-1 of the current contract with Superintendent of Schools Darryll McCall being struck from the contract," voicing his concern that when November 1, 2020 approaches would a contract agreement with Superintendent Darryll McCall extend automatically. Discussion began, with members adding comments that the current contract with Superintendent McCall could only be in effect only until June 30, 2021 regardless of the Committee's action to

negotiate at this time. The current contract language, with extension, is limited to a June 30, 2021 expiration date.

Member Young spoke to clarify the intent of his motion which is to let the November 1, 2019 date pass, which will then automatically trigger the contract with Superintendent McCall to extend to June 30, 2021. Based on past experience, contract negotiations with the Superintendent of Schools could take approximately six to eight months to finalize, and if the School Committee does not provide Superintendent McCall with the contract extension to June 30, 2021 and if contract negotiations with Superintendent McCall failed after six to eight months from this approximate date, that would leave the School Committee with little time (i.e. two months) to search for a new Superintendent of Schools effective July 1, 2020, with Superintendent McCall's current contract expiring June 30, 2020. Member Young further explained the intent of his motion is to provide the Committee and the Superintendent with sufficient time to negotiate a successor contract and if those contract negotiations are not successful, the Committee would have the additional year (July 1, 2020 – June 30, 2021) to conduct a full search for the next Superintendent of Schools.

Member Michalowski voiced her concerns about the District's and the Superintendent's educational vision.

Chair Mills again restated the main motion on the floor, to explain process.

Member Long-Bellil again stated her support of the motion on the floor, speaking about the implementation of tuition-free, full-day kindergarten and the early literacy program at the elementary level.

At Member Kirshenbaum's inquiry, Chair Mills explained the process should the Committee inform Superintendent McCall, by November 1, 2019, that the current contract would not be extended an additional year, to June 30, 2021; but Chair Mills further explained that contract negotiations with Superintendent McCall could in fact get underway, for a new contract to begin July 1, 2020, if that is the wish of the Committee.

Member Young spoke about Central Office staffing and the importance of consistency in the leadership of the District.

Member Lavoie recused himself from this portion of the conversation.

Chair Mills and Vice-chair Smith reminded members to limit discussions at this time to the motion on the floor, and to not speak about personnel matters and/or negotiation strategies.

Member Mitchel's opinion is that if a letter is sent to Superintendent McCall by November 1, 2019, that is in fact informing Superintendent McCall his employment as Superintendent of Schools would terminate June 30, 2020, unless the School Committee and Superintendent McCall successfully negotiate another contract, to begin July 1, 2020.

Member Haber, as a new member, asked past timelines for contract negotiations.

Vice-chair Smith voiced her support of entering negotiations with Superintendent McCall.

Member Brown spoke in favor of the motion on the floor.

Member Dennis made a motion to amend the motion on the floor

Motion: The School Committee enter into negotiations with Darryll McCall, for a successor agreement starting July 1, 2020.

(M. Dennis)

(B. Mitchel)

Member Dennis confirmed that his motion strikes *To actively let the November 1, 2019 date pass and* from the main motion on the floor. Member Dennis offered to speak to the amendment and to explain his rationale.

Chair Mills informed the full Committee that, should the amendment be passed, he will, as Chair, need clarity about the direction of the School Committee.

Discussion ensued, with several members participating in the discussion. At Member Brown's inquiry, Chair Mills informed the Committee that two motions cannot be on the floor at the same time.

Discussion continued.

Motion: To move the question.

(M. Weeks)

(S. Brown)

Chair Mills explained the motion to move the question requires a two-thirds vote in support, and the motion to move the question is not debatable. Two-thirds of the sixteen at the table (11 in favor) is required to pass the motion to move the question.

Vote:

*In favor:*

Christina Smith  
Scott Brown  
Michael Dennis  
Stephen Godbout  
Maleah Gustafson  
Sherrie Haber  
Laura Kirshenbaum  
Matthew Lavoie  
Amy Michalowski  
Benjamin Mitchel  
Asima Silva  
Megan Weeks  
Linda Woodland  
Adam Young

*Opposed:*

None

*Abstained:*

Kenneth Mills

Linda Long-Bellil

The motion passed 14-0-2.

Chair Mills explained the next vote will be on the motion to amend Member Young's main motion.

Motion: To amend the main motion on the floor to read *The School Committee to enter into negotiations with Darryll McCall, for a successor agreement starting July 1, 2020.*

(M. Dennis)

(B. Mitchel)

Chair Mills explained a simple majority is required to pass.

Vote on motion to amend the main motion:

*In favor:*

Christina Smith

Scott Brown

Michael Dennis

Stephen Godbout

Maleah Gustafson

Sherrie Haber

Laura Kirshenbaum

Matthew Lavoie

Linda Long-Bellil

Amy Michalowski

Benjamin Mitchel

Asima Silva

Megan Weeks

Linda Woodland

Adam Young

*Opposed:*

Kenneth Mills

The motion passed 15-1.

Motion: The School Committee to enter into negotiations with Darryll McCall, for a successor agreement starting July 1, 2020.

(M. Dennis)

(B. Mitchel)

Chair Mills opened the floor to discuss the new motion on the floor.

Member Long-Bellil asked if there is the option to amend the motion on floor, which Chair Mills explained would be a motion to reconsider. Motion to reconsider was discussed and this option will not be brought forward by Member Long-Bellil.

Motion to amend main motion: By November 1, 2019, the School Committee will send a letter to Superintendent McCall notifying him of the School Committee's intent to enter negotiations on a successor agreement.

(L. Kirshenbaum)  
(S. Haber)

Chair Mills again stressed he is seeking clear direction from the School Committee about communicating with Superintendent McCall, following decisions made at this meeting by the full Committee.

Chair Mills opened the floor to discussion about the motion to amend. Discussion ensued. Chair Mills explained the motion on the floor is the motion to amend, which adds the November 1, 2019 date for Chair Mills to send a letter, on behalf of the School Committee, to Superintendent McCall notifying the Superintendent of the Committee's intent to enter negotiations on a successor contract.

Vote to amend main motion:

*In favor:*

Stephen Godbout  
Sherrie Haber  
Laura Kirshenbaum  
Linda Long-Bellil

*Opposed:*

Kenneth Mills  
Christina Smith  
Scott Brown  
Michael Dennis  
Maleah Gustafson  
Matthew Lavoie  
Amy Michalowski  
Benjamin Mitchel  
Asima Silva  
Megan Weeks  
Linda Woodland  
Adam Young

The motion failed 4-12

Vice-chair Smith re-read the motion on the floor, as amended.

8:28 PM Member Dennis left the table.

Motion: The School Committee to enter into negotiations with Darryll McCall, for a successor agreement starting July 1, 2020.

(M. Dennis)  
(B. Mitchel)

Motion: To move the question.

(S. Brown)  
(M. Weeks)

Chair Mills explained the motion to move the question requires a two-thirds vote in support, and the motion to move the question is not debatable. Two-thirds of the sixteen at the table (10 in favor) is required to pass the motion to move the question.

Vote:

*In favor:*

Christina Smith  
Scott Brown  
Stephen Godbout  
Maleah Gustafson  
Sherrie Haber  
Laura Kirshenbaum  
Matthew Lavoie  
Amy Michalowski  
Benjamin Mitchel  
Asima Silva  
Megan Weeks  
Linda Woodland  
Adam Young

*Opposed:*

Kenneth Mills  
Linda Long-Bellil

The motion passed 13-2.

8:31 PM Member Dennis returned to the table.

Vice-chair Smith re-read the main motion, as amended.

Motion: The School Committee to enter into negotiations with Darryll McCall, for a successor agreement starting July 1, 2020.

(M. Dennis)  
(B. Mitchel)

Vote on main motion, as amended:

*In favor:*

Christina Smith

Scott Brown  
Michael Dennis  
Stephen Godbout  
Maleah Gustafson  
Sherrie Haber  
Laura Kirshenbaum  
Matthew Lavoie  
Amy Michalowski  
Benjamin Mitchel  
Asima Silva  
Megan Weeks  
Linda Woodland  
Adam Young

*Opposed:*

Kenneth Mills  
Linda Long-Bellil

The motion passed 14-2.

Chair Mills voiced his concern about his not being given specific direction by the membership of the Committee.

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

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

(M. Dennis)  
(S. Brown)

Roll call vote:

*In favor:*

Scott Brown  
Michael Dennis  
Stephen Godbout  
Maleah Gustafson  
Sherrie Haber  
Laura Kirshenbaum  
Matthew Lavoie  
Linda Long-Bellil  
Amy Michalowski  
Benjamin Mitchel  
Asima Silva  
Megan Weeks  
Linda Woodland

*Opposed:*

Kenneth Mills  
Christina Smith  
Adam Young

The motion passed 13-3.

#### IV Adjournment

The School Committee entered executive session, not to return to public session.

The meeting adjourned at 8:35 PM.

Respectfully submitted,

Kenneth Mills, Chair  
Wachusett Regional School District Committee

DM:rlp

#### Attachments:

- Attachment 1 – Sign-in sheets
- Attachment 2 – Employment Agreement Between WRSD and Dr. Darryll McCall, Superintendent of Schools
- Attachment 3 – April 29, 2019 Superintendent's Evaluation Narrative
- Attachment 4 – April 30, 2018 Superintendent's Evaluation Narrative
- Attachment 5 – April 18, 2017 Superintendent's Evaluation Narrative
- Attachment 6 – *Best Practices in 360 Degree Evaluations for Superintendents and the Inclusion of Community Input*



**WACHUSETT REGIONAL SCHOOL DISTRICT**

**WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE**

## Special Meeting

**Monday, September 23, 2019**

**THIS ATTENDANCE SHEET IS MADE AVAILABLE FOR THOSE WHO DO NOT  
WISH TO SPEAK BUT WHO WISH TO BECOME PART OF THE PUBLIC  
RECORD.**

PLEASE **PRINT** YOUR NAME AND YOUR TOWN

[illegible]

**PERSONAL AND CONFIDENTIAL**

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

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

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

**ARTICLE ONE - EMPLOYMENT**

**1-1. Term**

The Committee hereby employs Dr. Darryll McCall as Superintendent of Schools of the Wachusett Regional School District for the period commencing July 1, 2017 through June 30, 2020. Unless the School Committee provides notice of intent to the Superintendent of its intention not to renew his Agreement by November 1, 2019 by certified mail, return receipt requested, this Agreement will automatically renew for one single, one-year term covering the period from July 1, 2020 through June 30, 2021.

**1-2. Rules, Regulations and Policies**

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

**1-3. Certification / License**

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

for the position of Superintendent suspended for any reason, Superintendent must immediately notify the Committee.

#### **1-4. Duties**

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

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

## **ARTICLE TWO - CONDITIONS OF EMPLOYMENT**

#### **2-1. Performance Review**

The Committee shall annually evaluate the performance of the Superintendent, in writing, in accordance with an evaluation instrument that clearly articulates the goals, objectives and standards by which the Superintendent's performance will be measured. The Committee shall evaluate the performance of the Superintendent annually no later than June 30. The Superintendent will submit, no later than September 1 of each year, his goals and objectives to the Committee for their review and approval. The Committee shall vote on the composite evaluation compiled by the Committee Chair, and the Superintendent may attach his response, if any, thereto. The standards and processes in the evaluation process shall be consistent with regulations issued by the MA Department of Elementary and Secondary Education for superintendent evaluations as revised most recently.

#### **2-2. Termination**

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

the Agreement on/or before June 30<sup>th</sup> he will receive a pro rata share of his vacation based upon the actual months worked.

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

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

### **2-3. Professional Liability**

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

### **2-4 Periodic Examination**

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

## **ARTICLE THREE - COMPENSATION AND BENEFITS**

### **3-1. Salary Considerations**

For the period commencing July 1, 2017, the Superintendent will be paid at the annual rate of \$177,676, or \$179,409 if he achieves an average overall rating of Proficient for the 2016-2017 school year. In subsequent years of this Agreement and the one year extension, if applicable, his salary will be increased two and one half percent (2.5%) per Agreement year, with an additional 1% per Agreement year if the Superintendent achieves an average overall rating of "Proficient" for the school year ending immediately prior to the start of the next year of the Agreement.

### **3-2. Health, Life and Retirement**

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

## **ARTICLE FOUR - VACATION AND LEAVES**

### **4-1. Vacation**

**4-1.1.** The Superintendent shall receive twenty-five (25) working days as annual vacation, exclusive of legal holidays.

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

### **4-2. Other Leaves**

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

Unused sick days may be accumulated from year to year up to a maximum of one hundred eight (180) days, beyond which they are forfeited. The Superintendent shall

not have the right to redeem any accrued sick leave upon his resignation, retirement or termination of the Agreement.

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

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

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

#### **4-3. Holidays**

The Superintendent shall be entitled to the following paid holidays:

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

### **ARTICLE FIVE - EXPENSE ALLOWANCES**

#### **5-1. Reimbursement for Expenses**

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

## **5-2. Professional Development**

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

## **ARTICLE SIX - AGREEMENT & AMENDMENTS**

### **6-1. Entire Agreement**

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

### **6-2. Amendments**

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

### **6-3. Validity of Contents**

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

[REMAINDER OF PAGE LEFT INTENTIONALLY BLANK]

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

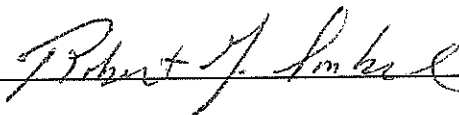
WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE



Kenneth Mills, Chair

12-7-16

Date




Robert Imber, Vice Chair

12-7-16

Date

Assented to:

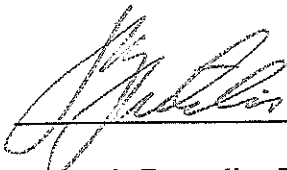


Dr. Darryll McCall

12/6/16

Date

Approved as to form:



Joseph Bartulis, Esq.  
School Committee Counsel

Dec. 6, 2016

Date



April 29, 2019

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

From: Kenneth Mills, Chair, Wachusett Regional School District Committee

RE: Superintendent's Evaluation Narrative

This memo serves to summarize the ratings and comments provided by 16 of the 19 members of the Wachusett Regional School District Committee (WRSDC) for your 2019 End-of-Cycle Summative Evaluation Report. Please note that while this document summarizes the responses, it does not reflect every comment; all of these observations bring value and I strongly urge you to carefully read each individual evaluation.

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

Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

#### **Proficient 12; Needs Improvement 4**

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

#### **Proficient 13; Needs Improvement 3**

Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

#### **Proficient 14; Needs Improvement 2**

#### **Overall for Standard I**

#### **Proficient 13; Needs Improvement 3**

Members note that the Superintendent has a focused strategic plan that empowers administrators to employ effective practices. This year he has incorporated training on assessment strategies - seeing effective strategies implemented consistently District-wide is an expectation for progress towards the strategic plan. Most essential to the success in this area has been the Superintendent's

utilization of Professional Learning Communities (PLCs) throughout the District. By empowering his Administrative staff through the use of the Principal Leadership Team (PLT) format, he will be able to effectively distribute leadership District wide. Moreover, these practices will provide greater uniformity and opportunity for sharing of best practices in all District schools. Members praised his use of videos for training evaluators and the accompanying rubric. According to the Superintendent's narrative, there is progress in the District to calibrate teacher evaluation and to come up with common language about what good teaching is. The work with data as it applies to student learning is commendable, as it does not focus solely on MCAS data.

Members also noted the continued roll-out of the early literacy program and new initiatives in Social and Emotional Learning (SEL), including the S3 program and a \$100,000 grant from the Department of Elementary and Secondary Education (DESE) for improving student access to behavioral and mental health services. The District also has instituted additional steps to address students' mental health needs, such as the Bridge Program and other mechanisms for improving the ease of referral to mental health counseling and support.

Although members noted many improvements that have been made with the textbook plan, roll out of new technology, and continued implementation of the early literacy program using Fountas and Pinnell, there still seems to be inconsistent curriculum and inequities among the schools across the District.

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

**Indicator II-A. Environment:** Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.

**Proficient: 9; Needs Improvement: 6; Unsatisfactory: 1**

**Indicator II-B. Human Resources Management and Development:** Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

**Proficient: 10; Needs Improvement 5; Unsatisfactory 1**

**Indicator II-E. Fiscal Systems:** Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.

**Exemplary 3; Proficient 9; Needs Improvement 4**

**Overall for Standard II**

**Proficient 10; Needs Improvement 5; Unsatisfactory 1**

Members commended the Superintendent for his time-consuming efforts to train new Central Office staff and create a formal induction program as well as PLTs and PLCs. However, members also want the Superintendent to gather feedback how administrators feel they are supported and the effectiveness of his mentorship, and want information from exit interviews about why members of the administration choose to leave the District.

Members praised the Superintendent for his leadership in the development of a line-item budget and for his work on developing improved relationships with town officials. At the same time, some members wanted more two-way discussion about budgetary priorities and a 3-year comparison in future budgets, and expressed concern about the process for obtaining funding for the turf field, with multiple members encouraging forward thinking about capital expenditures and the development and funding of a Capital Stabilization Fund. Members also expressed significant concerns about oversight of the Excess and Deficiency certification process and the issue with the regional transportation funding calculation, with a desire for the Superintendent to take more ownership for this error. Concern was expressed about the decision to spread the penalty for this transportation error into future years, and the transparency of the communication to the committee about this issue. Members wished for more clarity on how chargebacks influence budget planning. Members were pleased that tuition-free full-day kindergarten is on the way to implementation.

Although the Superintendent's efforts to implement District-wide policies such as an accommodation plan and homework policies were noted by some members, others expressed significant concern about the consistency of District-wide policies and procedures and their implementation, including recess and home assignments. In particular, many members shared serious concerns about the bullying policy, the execution of procedures related to the policy, the consistency of its implementation, and communication with parents and the community.

Members were positive about the increased emphasis on social and emotional learning and encourage assessment of the effectiveness of the myriad of new programs and systems recently implemented, including SOS and Panorama. Members would like more frequent updates on special education programs and initiatives, and want attention to adequate staffing to support students in sub-separate classrooms and inclusive settings. There is also a wish for more communication about requests for information from the committee and reporting on key metrics of District performance. Members expressed concern about the ongoing process for hiring the Administrator of Special Education.

**Standard III: Family and Community Engagement.** *Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.*

**Indicator III-B. Sharing Responsibility:** Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.

**Proficient 13; Needs Improvement 2; Unsatisfactory 1**

Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.

**Proficient 9; Needs Improvement 7**

Overall for Standard III

**Proficient 12; Needs Improvement 3; Unsatisfactory 1**

There were two main themes of praise for the Superintendent's performance in this standard: the addition of the new director of SEL and Guidance and the focus on the Bridge for Resilient Youth in Transition (BRYT) program and other programs designed to identify and support students who are struggling. Several committee members commented on the impact this position will have and look forward to hearing more about the effectiveness of these programs in future committee meetings.

The Superintendent was praised for improvements made to the District website, as members recognized the hard work that went into these upgrades and applauded the District for ensuring the website is clearly organized, functional, and secure. Some members also noted that the Superintendent attempts to create positive relationships with families and community members. Members noted opportunities for improvement next year with the SMORE newsletters and additional outreach via phone, email, and in-person at school or community events.

Members had concerns with the evidence provided to meet this standard. At least nine of the 16 members noted concerns related to communication or collaboration. The most common concern outlined in narrative feedback was related to the lack of evidence of the Superintendent's engagement with community. Several members applauded the Superintendent's willingness to speak to parents and many praised his abilities to interact with politicians and town administrators, but expressed concern at the lack of evidence of his leadership and involvement in mentoring building-level administrators to successfully resolve issues. Individuals expressed concern about communication with families who might not call the office, about more one-way than two-way communication, and about inconsistent expectations and follow through across the District regarding homework, information sharing, and school culture around behavioral expectations.

In addition to general concerns raised about the Superintendent's level of engagement with the community, a number of members raised concerns about how issues are handled and communicated to committee members. Quite a few committee members noted that there are increased reports of bullying and that it seems parents are reaching out to committee members directly when there are concerns about how situations are being handled. Members were not satisfied with the level of information to ensure that they know that situations are being resolved effectively and that parents' concerns have been heard or addressed, and that narrative and graphic formats for the end-to-end process have not been established.

There were concerns raised about the lack of meaningful updates and communication about the current status and future plans of the special education program as well as communication issues with the SEPAC related to participation in the search for a new Administrator of Special Education. There was also a concern raised about reports that staff and administration were not collaborating fully in special education cases with families to connect what happens at home to services in-school.

Some members made specific suggestions related to future performance in this standard, including attention to the bullying policy/task force to ensure responsiveness through protocols and procedures; increased District social media presence including a common calendar to promote and coordinate events and possible streaming of meetings; and increased presence of the Superintendent in buildings and at community events.

**Standard IV: Professional Culture.** *Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.*

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

#### **Exemplary 1; Proficient 14; Needs Improvement 1**

**Indicator IV-F. Managing Conflict:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.

#### **Proficient 13; Needs Improvement 3**

#### **Overall for Standard IV**

#### **Proficient 14; Needs Improvement 2**

The responses from members reflected those of standards above. While members praised the Superintendent for open communication with stakeholders, there was concern about parents feeling the need to reach out to school committee for issues that should have been handled at the administrative level, and a feeling that there is a need to improve the consistency of procedures and practices from classroom to classroom, school to school, and across the District, making sure that a positive culture permeates the District. Multiple members expressed the concern that the Superintendent did not provide sufficient evidence to support his performance to facilitate continuous learning for staff, as well as evidence of his own self-reflection, goal setting, and consensus building and how he models this for staff.

## Overall

### Student Learning Goals

**Met 7; Significant Progress 5; Some Progress 4**

### Professional Practice Goals

**Met 7; Significant Progress 5; Some Progress 4**

### District Improvement Goals

**Met 3; Significant Progress 8; Some Progress 5**

Many member comments about progress toward goals reflect those noted above in the indicators, including praise for the development of a line-item budget that conforms to the strategic plan (but a wish for more committee involvement with priority-setting) and praise for progress on social emotional learning (but with concern about consistency of policies and procedures). Members also expressed concerns about bullying under this section, with special attention to bullying on social media mentioned. Members encourage continued and accelerated implementation of ALICE training and work with towns to facilitate school safety improvements in the buildings.

Members emphasized the need to continue the textbook and technology plans and create a staffing plan that leads to a long-term strategy to address class size. Members recognized the Superintendent's new training for administrators, but want feedback from administrators and evaluation of the quality of this effort.

Praise was given for the implementation of a plan for tuition-free full-day kindergarten and for development of PLTs. Members wanted more evidence of educational leadership and consistency in implementing policies and providing feedback to requests for information from committee members and the community.

### Impact on Student Learning

**High 5; Moderate 9; Low 1** (One member did not score)

It was noted by the evaluation subcommittee that last year's overall ratings included 1 *exemplary*, 15 *proficient*, and 4 *needs improvement*. Overall, for this year, the committee rates the Superintendent as **proficient**, based on 11 ratings of *proficient* and 5 of *needs improvement*.

### Overall Summary

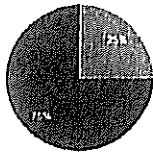
**Proficient 11; Needs Improvement 5**

It was noted by the Superintendent Goals and Evaluation Subcommittee that last year's overall ratings included 1 *exemplary*, 15 *proficient*, and 4 *needs improvement*. Overall, for this year, the Committee rates the Superintendent as *proficient*, based on 11 ratings of *proficient* and 5 of *needs improvement*.

## Appendix: Graphical Representation of Response Data

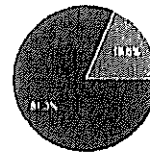
### Standard I: Instructional Leadership

I-A Curriculum  
16 responses



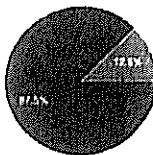
● Exemplary  
● Proficient  
● Needs Improvement  
● Unsatisfactory

I-C Assessment  
16 responses



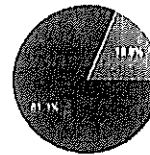
● Exemplary  
● Proficient  
● Needs Improvement  
● Unsatisfactory

I-E Data-Informed Decision Making  
16 responses



● Exemplary  
● Proficient  
● Needs Improvement  
● Unsatisfactory

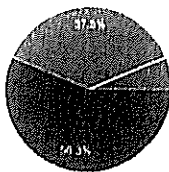
Overall Rating for Standard I  
16 responses



● Exemplary  
● Proficient  
● Needs Improvement  
● Unsatisfactory

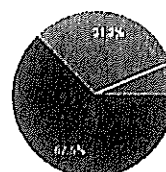
### Standard II: Management and Operations

II-A Environment  
16 responses



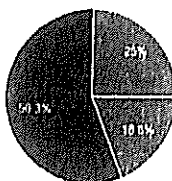
● Exemplary  
● Proficient  
● Needs Improvement  
● Unsatisfactory

II-B Human Resources Management and Development  
16 responses



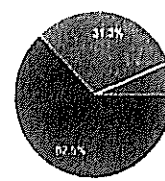
● Exemplary  
● Proficient  
● Needs Improvement  
● Unsatisfactory

II-E Fiscal Systems  
16 responses



● Exemplary  
● Proficient  
● Needs Improvement  
● Unsatisfactory

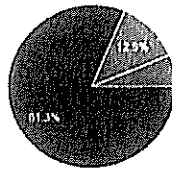
Overall Rating for Standard II  
16 responses



● Exemplary  
● Proficient  
● Needs Improvement  
● Unsatisfactory

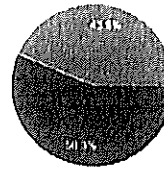
## Standard III: Family and Community Engagement

III-B Sharing Responsibility  
16 responses



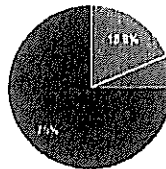
- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

III-D Family Concerns  
16 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

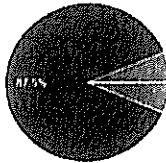
Overall Rating for Standard III  
16 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

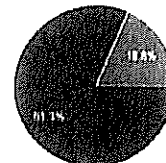
## Standard IV: Professional Culture

IV-D Continuous Learning  
16 responses



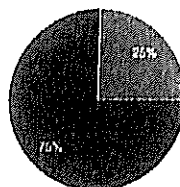
- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

IV-F Managing Conflict  
16 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

Overall Rating for Standard IV  
16 responses



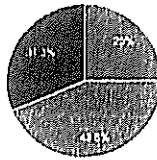
- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory



## Progress Toward Goals

### Student Learning Goal(s)

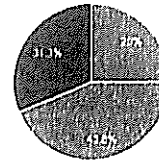
14 responses



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

### Professional Practice Goal(s)

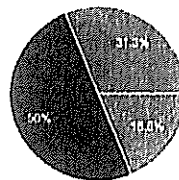
16 responses



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

### District Improvement Goal(s)

16 responses

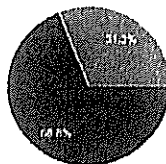


- Met
- Significant Progress
- Some Progress
- Did Not Meet

## Overall Rating

### Overall Summative Rating

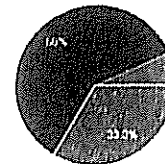
16 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

### Impact on Student Learning

15 responses



- High
- Moderate
- Low

April 30, 2018

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

From: Kenneth Mills, Chair, Wachusett Regional School District Committee

RE: Superintendent's Evaluation Narrative

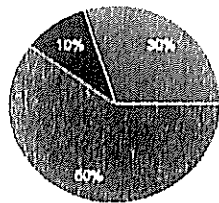
This memo serves to summarize the ratings and comments provided by 20 of the 21 members of the Wachusett Regional School District Committee for your 2018 End-of-Cycle Summative Evaluation Report. Please note that while this document summarizes the responses, it does not reflect every comment; all of these observations bring value and I strongly urge you to carefully read each individual evaluation. Rather than recite the statistics in this letter, we will include them in a graphical format.

**Comments on Progress toward Goals and Impact on Student Learning:**

(Code: Blue, Met; Red, Significant Progress; Orange, Some Progress; Green, Did Not Meet)

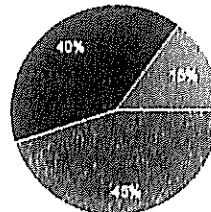
Student Learning Goal(s)

20 responses



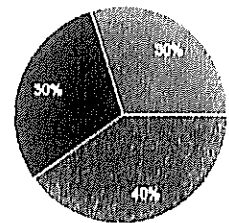
Professional Practice Goal(s)

20 responses



District Improvement Goal(s)

15 responses



<p><b>Student Learning Goal:</b>  <i>By April 2018, 80% of freshmen surveyed will have used their Chromebooks on a weekly basis to complete classwork and/or homework, conduct research, and collaborate with peers. Data will be aggregated to reflect the results of surveys conducted during the school year and baselines will be defined related to Chromebook usage.</i></p>	<p><b>Professional Practice Goal:</b>  <i>By April 2018, the superintendent will align administrator goal setting and evaluation procedures to both DESE and District standards.</i></p>	<p><b>District Goals:</b>  <i>The WRSD will conduct surveys of parents/guardians concerning communication. By April 2018, a final survey of parents/guardians will show at least 80% of parents/guardians who are surveyed will agree that the district is providing regular, two-way, culturally proficient communication.</i></p> <p><i>By April 2018, a comprehensive evaluation of Special Education Programs at WRHS will be conducted and an improvement plan will be created.</i></p>
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Members generally noted that Dr. McCall made significant progress meeting his goals, considering budget limitations.

For the student learning goal related to technology, members wished for more data and direct evidence of student learning and use of Chromebooks. They also would have liked to have seen examples of model class/programs. Some members felt the student learning goal was not sufficiently rigorous.

Members noted that the superintendent should have shared and discussed the special education evaluation with the school committee. Others noted that the work on the review is ongoing, and that setting goals and working toward them has moved the program in the right direction.

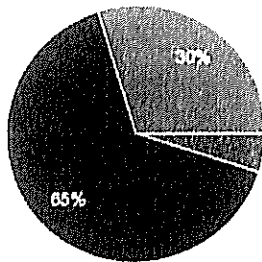
Many members praised Dr. McCall's progress toward implementing his professional practice goal of aligning the administrators' evaluation procedure. One noted his use of resources to work with professional learning teams, and another praised his progress but encouraged him to assess the usefulness for the administrative staff of the evaluation efforts.

#### **Comments on Standard I: Instructional Leadership**

(Code: Blue Exemplary, Red Proficient, Orange Needs Improvement, Green Unsatisfactory)

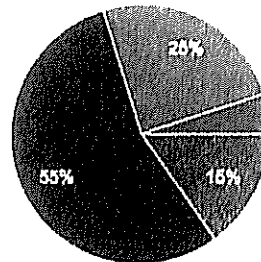
##### **I-B Instruction**

20 responses



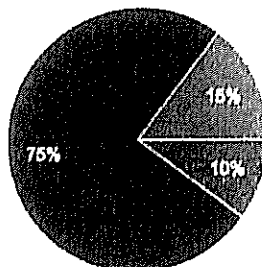
##### **I-D Evaluation**

20 responses



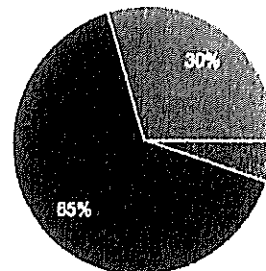
##### **I-E Data-Informed Decision Making**

20 responses



##### **Overall Rating for Standard I**

20 responses



Dr. McCall is leading his administrative staff toward improvements in data analysis and is focused on refining practice and ensuring consistent approaches to data analysis across the district. The school committee looks forward to seeing evidence that demonstrates the qualitative and quantitative impacts of these tools.

Some of the accomplishments that demonstrate Dr. McCall's instructional leadership include stewardship of a Professional Development Plan, obtaining a grant that allowed for necessary improvements in WiFi connectivity at the high school, the use of faculty/staff surveys, and the introduction of a technology integration specialist for the fiscal year 2019 budget. The newly instituted Principal Leadership Team will allow the district to move forward on stronger footing by calibrating the evaluation of staff. The district is developing tools and procedures that will empower leaders to institute professional learning communities in a strategic manner. Within Dr. McCall's reports some information is provided describing how the data are used to make informed decisions. Dr. McCall uses a diverse approach to instructional leadership within the district. He seeks out programs designed to augment student learning.

Although there has been progress on using data to inform decision making in the district, the data across district schools need to be baselined and measured against those baselines. Moving forward, Dr. McCall should help develop data tools and strategies for his leadership team to better pinpoint challenges and areas of concern and to develop mechanisms to mitigate areas of concern. For instance, the district still lacks consistency in curriculum across grade levels at the elementary and middle school levels. It also would be helpful to have presentations to the school committee on issues relating to curriculum.

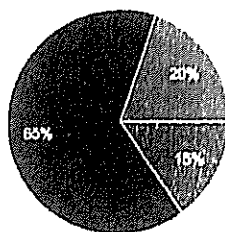
For evidence of meeting this standard in the future, excerpts from principals' goals that show alignment to the district goals and strategic plan would be helpful, as would an explanation of how feedback is provided to principals. Dr. McCall states in his self-evaluation that those principals whose contracts are set to expire have been provided an evaluation; however, there has not been a report provided to school committee that summarizes the reviews.

## Comments on Standard II: Management and Operations

(Code: Blue Exemplary, Red Proficient, Orange Needs Improvement, Green Unsatisfactory)

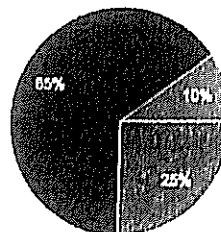
II-A Environment

20 responses



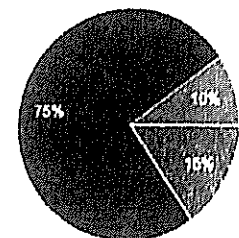
II-E Fiscal Systems

20 responses



Overall Rating for Standard II

20 responses



There were many areas of praise for the superintendent, including communication, transparency with decision making, the focus on social and emotional needs of district students, and the use of the district's strategic plan to guide decision making. The superintendent was commended for his work with the State Auditor's office, the Massachusetts Association of Regional Schools, the school committee, and state legislators to advocate for increases to regional transportation aid and other supports for Massachusetts regional school districts, including his work with the Quabbin Regional School District. Many members cited communication as one of Dr. McCall's strengths, including references to overall communication strategies, development of the district's budget book, clarity and transparency in the budget process, and efficient communication to the community about safety concerns and the presence of safety officials at the schools. Other positive comments included praise for the superintendent's use of the strategic plan, including his explanation of how budget expenses and requests relate to the plan, as well as his depth of knowledge of the district's financial and operational processes. Members also commented positively on his work to inform local town officials of the district's needs and to understand the fiscal limitations of the district communities.

Also noted as an area of strength was the superintendent's focus on social and emotional learning and the support for initiatives like Signs of Suicide (SOS) and Bridge Resistance Youth Treatment (BRYT). One evaluator referenced the superintendent's use of grant funding for the Panorama survey, noting that they appreciated his use of creative means to support these initiatives in our challenging budget climate.

Though there was praise for the superintendent's communication skills, there were opportunities for improvement noted in this area as well. Specifically, members noted that the superintendent did not review the district budget proposal with the school committee's Business and Finance subcommittee for feedback and debate prior to sharing with the entire school committee for discussion. Better planning and communication in future fiscal years can alleviate this concern.

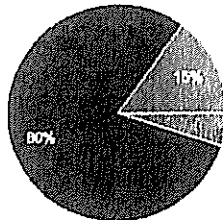
Different members noted concerns about whether school procedures are consistent across the district and whether they are implemented in a consistent manner. Specifics included a concern about inconsistent homework policies and procedures that have been under discussion for almost two years, which could cause academic and social/emotional concerns for students, particularly as they move to the high school. Another member noted concern about inconsistent application of dress code policies.

Members also noted concerns about budgetary planning and priorities, and a need to be more creative with "outside of the box" thinking on ways to avoid trimming budgets. Members were concerned that inadequate funding was allotted to increase technology resources and were concerned about technology resource equity among the district's schools. Concerns were raised about adequate funding for special education across all schools and about the increase in special education out-of-district spending. Members also suggested a need to evaluate programs in social/emotional learning with data to ensure that we have right-sized programs that serve students' needs.

**Comments on Standard III: Family and Community Engagement**  
 (Code: Blue Exemplary, Red Proficient, Orange Needs Improvement, Green Unsatisfactory)

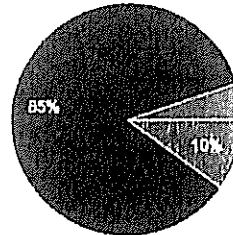
**III-A Engagement**

20 responses



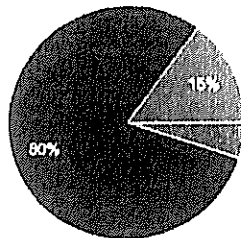
**III-C Communication**

20 responses



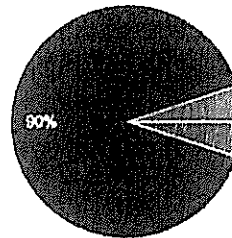
**III-D Family Concerns**

20 responses



**Overall Rating for Standard III**

20 responses



Many members praised Dr. McCall for his work on the budget book and the use of the strategic plan to guide the budget in an on-going effort to continue to move the district forward, including in the areas of technology and social/emotional needs of the students. The superintendent is encouraged to continue to link budgetary requests and designs to the current iteration of the strategic plan.

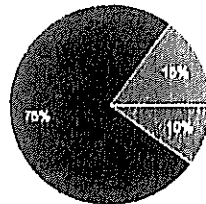
The superintendent utilizes multiple channels for communication, including the Smore newsletter, his blog, and emails. Although these methods provide one-way communication with families, the superintendent is encouraged to find ways to have ongoing two-way communication with more families in the district. Similarly, although there has been progress in addressing culturally-sensitive communication with families, Dr. McCall is encouraged to continue to seek methods for engaging all of the district's stakeholders.

## Comments on Standard IV: Professional Culture

(Code: Blue Exemplary, Red Proficient, Orange Needs Improvement, Green Unsatisfactory)

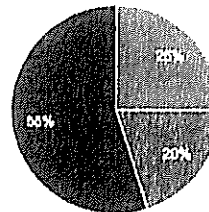
IV-A Commitment to High Standards

20 responses



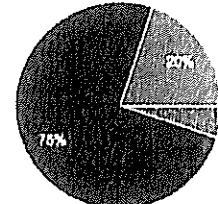
IV-C Communication

20 responses



Overall Rating for Standard IV

20 responses



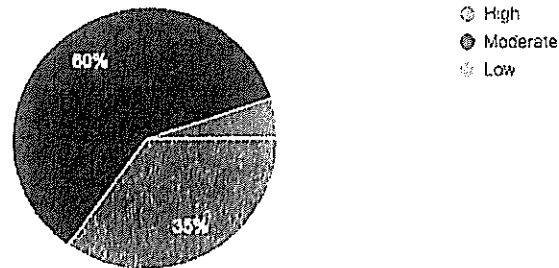
Some members of the committee found the evidence provided by the superintendent lacking with respect to his success in fostering a shared commitment to high standards of service, teaching, and learning. Although the rating is proficient, as the next cycle of evaluation begins the superintendent is encouraged to provide more direct evidence to support how he promotes high expectations for all and the culture of reflective practice and high expectations.

Many members of the committee applauded the superintendent's skills as a communicator, but others were concerned about his ability to communicate in circumstances that call for data-informed decision-making. In his efforts to embrace the ideas of others, it sometimes appears that he has difficulty making harder decisions that are necessary to move the district forward. Many committee members appreciated his recent addition of addressing the questions that have been asked at school committee meetings in his report, but this initially arose from frustration from the public and from school committee members that questions asked at meetings were going unanswered. To improve this new written question-and-answer practice, the superintendent might consider reporting out these answers to the public either orally or in a blog or web posting where this information would be stored and available. Although Dr. McCall appears to have an innate ability to be an excellent communicator and displays this in many venues, still 25% of the school committee rated him as needing improvement on the element of communication, citing getting data too close to a meeting date, not having enough information, or having information at inopportune times, including during the recent contract discussions. Continuing to hone his ability to communicate pertinent information not only to town officials, but also to the school committee, is an area for growth.

## Overall Summary Comments

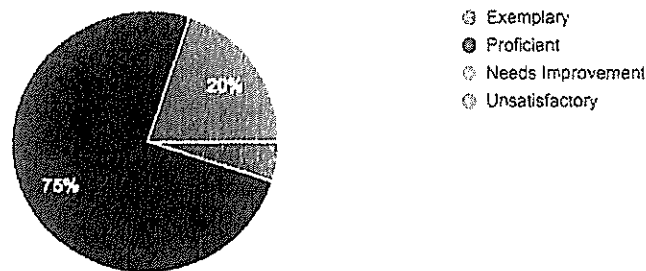
### Impact on Student Learning

20 responses



### Overall Summative Rating

20 responses



School committee members offered diverse comments in the overall rating. In general, responses were positive. Positive comments praised the acquisition of, and planning for, technology that improves student learning and his work with towns to support a robust school budget and building relationships with municipal representatives.

Multiple members requested data on student learning rather than a list of plans and processes. Some members praised his openness and responsiveness to feedback, as well his communications to the school committee and within the communities and his work with MARS to lobby the state legislature to fully fund regional school district transportation. Others wished for more communication on special requests for information, and another noted the need to train staff to provide data to inform policy decisions. In the goals section, a member expressed concern about principal turnover and wished for information from exit interviews that might indicate emerging or common themes.

One member noted that the district delivers a very good learning experience for a diverse range of students with a diverse set of needs, and another that it operates efficiently to meet the diverse needs of its students, faculty, and administrators. Another member praised the importance the district places on the social and emotional health of our students, while another expressed

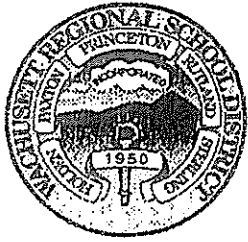


concern about the ability of the Special Education Program to meet the varied needs of so many different students that require these services and the significant year-over-year increases in out-of-district special education tuition. Although members praised the superintendent for his progress this year in consistency in curriculum and technology, there was concern that continued progress is essential in these areas. A member called for additional training in diversity and for individualized learning for strong students.

The superintendent received mixed reviews about his handling of collective bargaining. One member noted the time he needed to spend on bargaining likely influenced his ability to focus on instructional leadership and developing leadership capacity in his team, and encouraged him to display the leadership required to engage faculty and staff in identifying focus areas that will have an impact on student learning experiences. Likewise, another member noted that the superintendent needs to show stronger leadership with the employees of the district. While acknowledging his hard work on bargaining, another member wished for clearer guidance on handling impasses and strategizing around lessons learned, and another noted that communication needed to be improved. Yet another commented that the collective bargaining negotiations seemed to suffer from a deficit of administrative leadership. In the goals section, members also commented on negotiations. One wished for a higher level of leadership and for him to be more vocal in discussions with the school committee, and another noted that the superintendent failed to serve his role as chief negotiator with regard to policy changes being negotiated in a collective bargaining agreement.

Overall, the superintendent has done a good job anchoring district decision making to the strategic plan, which was created with broad input from community stakeholders. It is clear that he relies on this document for planning, and the committee encourages him to continue to use the strategic plan and report on specifics of implementation and assessment.

Overall, the superintendent's rating for the year is **proficient**.



# Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

April 18, 2017

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

From: Kenneth Mills, Chair, Wachusett Regional School District Committee

RE: Superintendent's Evaluation Narrative

This memo serves to summarize the ratings and comments provided by 13 of the 22 members of the Wachusett Regional School District Committee for your 2017 End-of-Cycle Summative Evaluation Report. Please note that while this document summarizes the responses, it does not reflect every comment; all of these observations bring value and I strongly urge you to carefully read each individual evaluation, each of which is part of the public record.

**Step 1** was for the Committee to assess your progress toward your goals. For professional practice goals, 3 noted *Some Progress*, 5 *Significant Progress*, 3 *Met*, and 1 *Exceeded*. For student learning goals, 3 noted *Some Progress*, 6 *Significant Progress*, 2 *Met*, and 1 *Exceeded*. For District improvement goals, 3 noted *Some Progress*, 7 *Significant Progress*, 1 *Met*, and 1 *Exceeded*. One member did not complete step 1.

**Step 2** was to assess performance on each standard. Members ranked these indicators for each standard. Each member marked their rating on the cover page; many chose not to mark the indicator on the interior page, or marked a different rating, so for consistency and clarity I report the rankings on the cover page.

For **Standard 1: Instructional Leadership**, 4 marked *Needs Improvement*, 8 marked *Proficient*, and 1 marked *Exemplary*. For standard 1A, Curriculum, 4 marked *Needs Improvement* and 9 marked *Proficient*. For standard 1B, Instruction, 5 marked *Needs Improvement*, 5 marked *Proficient*, 2 marked *Exemplary*, and one made no rating. For standard 1C, Evaluation, 3 marked *Needs Improvement*, 7 marked *Proficient*, 1 marked *Exemplary*, and two made no rating, with concerns noted about a lack of evidence provided to make a rating.

Overall, members were mixed in their comments in this section. There was some praise for work to change the School Improvement Plans (SIPs), with a desire to judge the outcome of these plans next year once in practice. However, concern was raised that the SIPs were not accepted by vote of the School Committee and that there was not alignment of the SIPs with measurable student gains, including standardized test scores.

There was a recurring theme about wanting more alignment of curricular goals throughout the District and within schools, particularly with ELA. There was concern about the level of detail of

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curricular plans at the middle and high school levels and for diverse learners, including special education and English Language Learners. Multiple members wanted more information on how principals and District administrators are given direction and evaluated, with a suggestion that stronger leadership and more direct evaluation from the Superintendent may be needed to ensure consistency of the student learning experience within and between buildings. Deputy Superintendent Berlo's contributions were noted in a very positive light.

A common thread in the comments for this standard was a need for establishing measurable outcomes, whether for curriculum, curricular alignment, or professional development, and in the next review cycle to report on these outcomes.

**For Standard 2: Management and Operations**, 2 marked *Needs Improvement*, 8 marked *Proficient*, and 3 marked *Exemplary*. For standard 2A, Environment, 2 marked *Needs Improvement*, 7 marked *Proficient*, and 4 marked *Exemplary*. For standard 2E, Fiscal Systems, 1 marked *Unsatisfactory*, 10 marked *Proficient*, and 2 marked *Exemplary*.

There was praise for the Superintendent's work on student social and emotional well-being and for work on the Bullying Prevention and Intervention Plan and integration of the SHINE initiative, and for inclusion of positions to address student social and emotional well-being in the budget process. Some members expressed continued concerns about the management of the special education program, including programs for students on the autism spectrum and for follow-through to ensure that staff members are meeting recommendations. As for standard 1, there was desire to have measurable outcomes for how well the District meets our students' social and emotional needs, and to receive a report on these outcomes.

Members expressed concern about the need for a consistent plan for investigation procedures of complaints against District personnel, with a desire for consistent follow-through.

There was recognition in the comments of the budgetary limitations faced by the District and praise for the Superintendent's work with local legislators. There also was concern about the frequency and method of mid-year budget transfers. One member noted that the mid-year correction required to cover special education expenses came at the cost of cuts to technology, textbooks, and maintenance spending, that the items in the budget approved by the School Committee were not purchased prior to the school year, and that there was a lack of transparency about fiscal year 2017 actuals in these categories in the fiscal year 2018 budget book.

One member praised your work in contract negotiations and in negotiations with the Public Employee Committee.

**For Standard 3: Family and Community Engagement**, 4 marked *Needs Improvement*, 8 marked *Proficient*, and 1 marked *Exemplary*. For standard 3C, Communication, 4 marked *Needs Improvement*, 7 marked *Proficient*, and 2 marked *Exemplary*.

There were mixed comments from the Committee for this standard. Some praised the Superintendent's communication with town officials and emergency personnel, his use of the *Wachusett Now* series, and his connection with the community while developing the strategic

plan, interacting with the *ad hoc* committee on the school calendar, and reaching out to community members on SIMCO's on the new school improvement plans.

However, some members wanted more specific and greater communication about student learning and performance, including, but not limited to, strategies to improve the accountability levels of District schools from level 2 to level 1. The need for two-way communication was noted, including an up-to-date website, a social media presence, and sharing between schools of how they have found success with parent outreach. A concern was noted that parent outreach to School Committee members and concerns expressed on social media reflect a lack of trust in communication directly with District administration.

For **Standard 4: Professional Culture**, 2 marked *Needs Improvement*, 10 marked *Proficient*, and 1 marked *Exemplary*. For standard 4A, Commitment to High Standards, 1 marked *Unsatisfactory*, 3 marked *Needs Improvement*, 7 marked *Proficient*, and 2 marked *Exemplary*. For standard 4C, Communication, 2 marked *Needs Improvement*, 7 marked *Proficient*, and 4 marked *Exemplary*. For standard 4D, Continuous Learning, 2 marked *Needs Improvement*, 10 marked *Proficient*, and 1 marked *Exemplary*.

Again, comments were a mixture of praise and actionable concern.

For communication, some members noted that the Superintendent had good interpersonal skills, is good with town officials, and communicates well with the School Committee. Other members noted transparency in the budget process, although a need for better year-round communication on budget and needs, not just during the budget season, was noted. It was noted that successes in the District, despite budget constraints, should be more widely celebrated. Finding a way to improve communication with families could be achieved with the aid of external professional development for the Superintendent.

For continuous learning and commitment to high standards, it was noted again that the School Improvement Plans were not accepted by the School Committee, and a desire was expressed that the SIPs be more closely aligned to District goals. Now that the Strategic Plan is in place, a need was noted to create rigorous professional learning goals with measurable outcomes. Again, the process by which principals are evaluated, both in a formative and summative manner, was a subject of concern, with one member noting a need for "difficult dialogues" with some principals and administrative staff to move actions, including computerized testing, into practice more quickly, with the Superintendent exercising more decision-making authority. There was a desire expressed to see more specificity in the District's professional development plan, again with measurable outcomes.

*Step 3* was for the School Committee to rate your overall summative performance. Two members marked *Needs Improvement*, 10 marked *Proficient*, and 1 marked *Exemplary*, for an average of *Proficient*.

*Step 4* was for the School Committee to rate your impact on student learning. Of the 11 members who completed this section, 1 marked *Low*, 6 marked *Moderate*, and 4 marked *High*.

*Step 5* was for the School Committee to add comments. Many members repeated comments they made under individual standards. Overall, a take-home theme is the need for greater detail in curricular planning, professional development, and instructional/technology plans, in addition to a need for assessment-driven decision making, particularly for curricular alignment and measurable educational improvement. Concern about the District's perceived lack of common curricular goals and standards within grade levels and for different subgroups of learners should drive the development of goals for the 2017-2018 school year. One member suggested that the Superintendent rate himself according to the District goals and Performance Indicators. The Committee recognizes the District's budgetary constraints, and appreciates your advocacy for the budget and communication with town officials. The Committee sees a need for a long-range budget plan, and communication with School Committee and the community when priorities change. The Committee notes a good start to work on social and emotional health efforts for our students, but stresses the need to remain vigilant and create assessable outcomes. Management of Central Office administration, including special education and business and finance, as well as building-level administrators for curricular and policy consistency, is an area for increased leadership to achieve the goals of the Strategic Plan.

Kenneth Mills, Chair  
Wachusett Regional School District Committee  
on behalf of the Committee

cc: Wachusett Regional School District Committee



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## **Best Practices in 360 Degree Evaluations for Superintendents and the Inclusion of Community Input**

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In this report, Hanover Research examines best practices in “360 degree” evaluations for superintendents, including methods to integrate community feedback into the process. The report uses real-world examples to supplement a broader literature review and to provide insight into how other public school districts are using the 360 degree model in their evaluation systems.

## Executive Summary

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This report provides an overview of best practices in 360 degree evaluations for school district superintendents, with particular focus on ways to improve the value of the feedback gathered, alignment with superintendent competencies, and methods to involve the community. The report uses real-world examples to supplement a broader literature review and to provide insight into how other public school districts are using the 360 degree model in their evaluation systems.

The report is structured as follows:

- ❖ **Section I: Best Practices in 360 Degree Evaluations:** The first section of the report offers an introduction to best practices in the implementation of a 360 degree evaluation model. This section further reviews the common data sources used in 360 degree evaluations of district superintendents and covers methods for data collection.
- ❖ **Section II: Best Practices in Community Inclusion:** The second section of the report narrows its focus to the inclusion of community members in the evaluation process. This section opens with an overview of best practices in the design and implementation of parent surveys, as the literature on the subject shows that parents remain one of the largest community stakeholder groups in the feedback and review process. The focus then turns to various methods for the collection of public input and considers an alternative model (*outside* the evaluation process) for community inclusion.
- ❖ **Section III: Examples of 360 Degree Superintendent Evaluations:** The third and final section of the report provides two detailed case studies of 360 degree evaluation models in use at two public school districts—one that uses a series of small focus groups to gather input and another that uses a common, online survey instrument.

## Key Findings

The research conducted for this report yielded the following key findings:

- ❖ In the launch of a 360 degree evaluation, one scholar recommends the use of a collaborative design team, a “top-first” approach to feedback, administration of a pilot test, and avoidance of early publicity.
- ❖ One source suggests three to seven rater groups as the standard for 360 degree evaluations in school districts. For example, one superintendent noted that his evaluation process collected input from members of the board,

teachers, administrators, support staff, and parents, but also considered the insights produced from a self-evaluation.

- ❖ In the private sector, input on 360 degree evaluations is sometimes limited to a very small number of respondents in each group targeted for feedback. Within the education sector, this does not necessarily need to be the case.
- ❖ Larger groups of parents or school staff may be invited to participate in a feedback survey. One scholar suggests that, in a random sample, a 25 percent response rate yields a confidence level of about 4 percent.
- ❖ While 360 degree evaluation surveys administered to a large group of employees, parents, or other community members is an approach that appears to be common and even recommended in the literature, there are districts that favor a more targeted data collection effort, either through focus groups or surveys administered to a carefully selected evaluation team.
- ❖ Some districts have invited the public to participate in online evaluation surveys focused on the superintendent's progress, while others have used focus groups to convene a small number of community members to provide input.
- ❖ Some school districts use performance standards set by the National School Boards Association (NSBA) and the American Association of School Administrators (AASA) to evaluate their superintendents. Others have designed surveys unique to the district's established strategic goals and the superintendent job description.



## Section I: Best Practices in 360 Degree Evaluations

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Use of the 360 degree approach to evaluations captures input from multiple stakeholder groups. The model uses this “collective wisdom” to inform evaluators how the superintendent is perceived by teachers, principals, other staff members, parents, and local community members, among other groups. The approach carries the potential to solve some of the common problems associated with single source evaluations, including “lack of fairness, accuracy, credibility and usefulness to the evaluatee.”<sup>1</sup> If implemented correctly, the 360 degree approach can help school districts build a balanced and reliable evaluation system. This section of the report provides an introduction to best practices in the implementation of a 360 degree evaluation model and a review of the common data sources used in such evaluations of district superintendents.

### Best Practices in the Implementation of 360 Degree Evaluations

The successful delivery of a 360 degree evaluation depends on careful planning and implementation. The push for greater accountability, especially among school board members and state legislators, may lead to haste in the evaluation process in order to supply data for review. **A hasty approach, however, often results in disorganized, mass survey efforts, hesitance and fear among participants, and low response rates.** Drawing on several decades of research and work with superintendents across a diverse set of school districts, the **School Improvement Model (SIM) Center at Iowa State University recommends that school districts take a careful and thorough approach to the process in order to “provide validity and reliability to the data collected.”**<sup>2</sup> In an article published in *School Administrator* in October 2000, Dr. Richard P. Manatt, then director of the SIM Center, offered the following essential guidelines for implementation of a 360 degree evaluation process:<sup>3</sup>

- ❖ **Bring together individuals from all stakeholder groups** in order to form a “collaborative design team.”
- ❖ **Start with feedback to the top**—the school board, the superintendent, the superintendent’s cabinet, principals, etc.
- ❖ **Perform a pilot test of the procedure** in order to “debug” the process before it is implemented more broadly.
- ❖ **Avoid early publicity** that may instigate fear among teachers as they anticipate feedback or alarm parents about retribution for voiced criticisms.

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<sup>1</sup> Santeusano, R. 1997. “Using Multi-Raters in Superintendent Evaluation.” *School Administrator*.  
<http://www.aasa.org/SchoolAdministratorArticle.aspx?id=15600>

<sup>2</sup> Manatt, R. 2000. “Feedback at 360 Degrees.” *School Administrator*.  
[http://findarticles.com/p/articles/mi\\_m0jSD/is\\_9\\_57/ai\\_77204880/?tag=contentcoll](http://findarticles.com/p/articles/mi_m0jSD/is_9_57/ai_77204880/?tag=contentcoll)

<sup>3</sup> *Ibid.*

Manatt also offers the following tips for 360 degree evaluation design, implementation, and follow-up:

- ❖ **“Seek an array of respondents.”**<sup>4</sup> The 360 degree evaluation process relies on feedback from multiple parties. Accordingly, districts should seek to gather as many insights as possible that can inform a review of the administrator or educator to be evaluated.
- ❖ **“Create a sampling procedure that fits the need.”**<sup>5</sup> In the private sector, input on 360 degree evaluations is sometimes limited to a very small number of respondents in each group targeted for feedback. Within the education sector, this does not need to be the case. Several pilot tests that SIM conducted in partnership with school districts revealed that the vast majority of teachers wanted the chance to provide feedback to the principal.
- ❖ **“Put the process in place over three years.”**<sup>6</sup> It is suggested that 360 degree evaluations should be phased in over a period of three years, with administrator evaluations conducted initially and teacher evaluations added in the second year. Parent input should not be included in the process until the third year.
- ❖ **“Publicize good examples.”**<sup>7</sup> This will signal to parents and teachers that the surveys and results were taken seriously. A positive review of the superintendent, for example, might be shared in the community newspaper, while principals might share aggregate feedback at faculty meetings.
- ❖ **“Apply sampling theory for parent surveys.”**<sup>8</sup> It is noted that “a random sample that generates a 25 percent response yields a confidence level of plus or minus 4 percent.”<sup>9</sup> One tactic to help improve the response rate from parents is to inform them that their children have already participated.
- ❖ **“Use an outside authority for validity.”**<sup>10</sup> External groups such as the SIM Center may provide “validity checks, reliability measures, and item discrimination.”<sup>11</sup>
- ❖ **“Use the feedback for improvement.”**<sup>12</sup> It may be appropriate to partner with an external consultant to coach administrators, whether in a group or one-on-one setting. Consultants may be used to process the 360 degree feedback and to help administrators recognize their strengths and weaknesses and to set realistic and appropriate growth goals.

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<sup>4</sup> *Ibid.*

<sup>5</sup> *Ibid.*

<sup>6</sup> *Ibid.*

<sup>7</sup> *Ibid.*

<sup>8</sup> *Ibid.*

<sup>9</sup> *Ibid.*

<sup>10</sup> *Ibid.*

<sup>11</sup> *Ibid.*

<sup>12</sup> *Ibid.*

## Case Study: Riverhead Central School District and Bedford School District

### *Approach: A "Top-First" Implementation Model*

The superintendents of two school districts—Riverhead Central School District (New York) and Bedford School District (New Hampshire)—used a “top-first” approach in the implementation of a 360 degree evaluation process. The approach first gathered feedback on the superintendent, school board, and principals. In both districts, a random sample of parents and guardians was created from an enrollment file. A direct-mail survey was then administered, though, in both cases, a second mailing was required. When the returns from both mailings were combined, the districts achieved a 25 percent response rate. These responses were supplemented by feedback gathered through questionnaires distributed at school meetings. In each case, the evaluation process was managed by a stakeholders’ committee, while the SIM center processed the data.<sup>13</sup>

### Methods for Successful Data Collection

A review of the 360 degree evaluation processes in place at a variety of school districts suggests that **online survey instruments, evaluation forms, and focus groups may be used to gather input on a superintendent’s performance from multiple stakeholder groups.** Design of the survey instrument—or interview questions, in the case of focus groups—is a critical component of the 360 degree evaluation process, as **one of the more important considerations is how easily the information collected from the various stakeholder groups can be used to create a performance improvement plan.** Poorly designed survey instruments, especially “competency models” that demonstrate a narrow focus on technical or task-oriented skills, fail to provide administrators with the type of feedback they need to truly improve their leadership of a given school or district.<sup>14</sup> Indeed, the purpose behind a comprehensive, 360 degree evaluation of the superintendent is twofold: (1) to provide “oversight and public assurance that ... policies are being effectively implemented,” and (2) to supply the superintendent with input and feedback that will allow for professional growth and performance improvement.<sup>15</sup>

**Some school districts use performance standards set by the National School Boards Association (NSBA) and the American Association of School Administrators (AASA) to evaluate their superintendents.**<sup>16,17</sup> When Danvers Public Schools decided to adopt the 360 degree evaluation approach in 1997, for

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<sup>13</sup> *Ibid.*

<sup>14</sup> “Improving the Evaluation and Feedback Process for Principals.” National Association of Elementary School Principals. [http://www.naesp.org/resources/2/Principal/2009/J\\_F\\_p38.pdf](http://www.naesp.org/resources/2/Principal/2009/J_F_p38.pdf)

<sup>15</sup> “Superintendent Evaluation Handbook.” Oregon School Boards Association. P. i. <http://www.doestoc.com/docs/64349521/360-Degree-Evaluation-Feedback-Form-Sample>

<sup>16</sup> *Ibid.*, p. ii.

<sup>17</sup> DiPaola, M. 2007. “Revisiting Superintendent Evaluation.” *School Administrator*, 64:6. <http://www.aasa.org/SchoolAdministratorArticle.aspx?id=6672>

example, the superintendent relied on the AASA standards to “identify and define the competencies related to the job,” which were then formatted into a feedback survey.<sup>18</sup> As a more recent example, McCall-Donnelly Joint School District #421 used these standards as the basis for its 2012 community input survey, which will be profiled in Section II of this report. These standards, however, sometimes remain too broad, and school districts must adapt accordingly.

**While 360 degree evaluation surveys administered to a large group of employees, parents, or other community members is an approach that appears to be common and even recommended in the literature, there are districts that favor a more targeted data collection effort, either through focus groups or surveys administered to a carefully selected evaluation team.** For example, when Danvers Public Schools first launched its 360 degree evaluation effort, it allowed the superintendent to select members of the evaluation team. While an administrator may be apt to choose among his or her friends, “research shows that friendship does not bias evaluations.”<sup>19</sup> Furthermore, **safeguards such as Olympic scoring and anonymity in the survey process may be used to minimize the impact of biases.** A self-selected team of evaluators may include a range of stakeholders in line with the 360 degree approach, including teachers, principals, curriculum specialists, and parents. Similarly, **a focus group may be used to bring together a relatively small group of stakeholders to discuss and offer opinions on the superintendent’s performance in a group conversation that is led and monitored by a moderator.** This approach will be described in more detail within the context of Broward County Public Schools’ evaluation process, profiled in Section III of this report.

### **Data Sources for 360 Degree Evaluations**

The literature suggests that educators and administrators have found the multisource data collection aspect of 360 degree evaluations to be an integral component of individual teachers’ professional growth and whole school progress. According to one study of teachers’ perceptions of traditional and 360 degree evaluations in a suburban New York school district, only 29.6 percent of participants believed traditional evaluations to contribute to student achievement outcomes, compared to 66.7 percent of participants who believed the 360 degree feedback model to be more focused on student achievement.<sup>20</sup> The participating teachers further appreciated the multisource evaluation’s ability to help them identify professional development needs.<sup>21</sup> This has also been the case for 360 degree evaluations of superintendents.

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<sup>18</sup> Santeusano. *Op. cit.*

<sup>19</sup> *Ibid.*

<sup>20</sup> Mahar, J. and Strobert, B. 2010. “The Use of 360 Degree Feedback Compared to Traditional Evaluative Feedback for the Professional Growth of Teachers in K-12 Education.” *Planning and Changing*, 41:3/4, pp. 152, 156.

<sup>21</sup> *Ibid.*

In a 1997 article in *School Administrator*, Manatt writes that superintendents who have used the 360 degree approach for their own evaluations have found the data collection process to provide “valid and reliable means” for judgment of their performance.<sup>22</sup>

**One source suggests three to seven rater groups as the standard for 360 degree evaluations in school districts.** For example, one superintendent noted that his evaluation process collected input from members of the board, teachers, administrators, support staff, and parents, but also considered the insights produced from a self-evaluation.<sup>23</sup> **Manatt suggests the following potential data sources for teacher evaluations: peers, principals, parents, students, and self. He suggests that, if aggregated, these same sources can provide feedback for superintendents and school boards.**<sup>24</sup> A review of the evaluation practices of school districts suggests that community feedback can also be a critical part of the evaluation process. Each of the stakeholder groups suggested in the literature are examined in further detail below. A dedicated section of the report (Section II) focuses on parent and community inclusion.

In the **peer feedback** process, a colleague conducts a review of another colleague based on the same standards used by supervisors. For example, a teacher undergoing peer review would select a colleague that would be able to fairly evaluate him or her based on the same criteria that students and principals would use in the evaluation. Notably, peers do not necessarily always rate their colleagues on rules such as promptness or punctuality, but rather focus on their practices in the classroom.<sup>25</sup> One of the benefits of including peer feedback in an evaluation is its ability to support the “lateral integration of skill sets” within a particular work setting. Peer feedback further ensures a sense of accountability to the work team as a whole and promotes growth “technically and socially.”<sup>26</sup> While particularly useful within the context of teacher evaluations, peer feedback may be less prominent in superintendent evaluations, but may appear in the form of input from fellow administrators or the school board.

**Self-evaluation** is typically used to gather quantifiable results based on self-reflection. For example, a teacher or administrator undergoing self-evaluation might respond to various prompts on the methods or activities that they apply in their roles. Past research has suggested that educators’ self-perceptions more closely align with students’ ratings than with those of principals or other supervisors.<sup>27</sup> **A reflective**

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<sup>22</sup> Manatt, R. 1997. “Feedback From 360 Degrees: Client Driven Evaluation of School Personnel.” *School Administrator*. <https://www.aasa.org/SchoolAdministratorArticle.aspx?id=15598>

<sup>23</sup> Santeusano. *Op. cit.*

<sup>24</sup> Manatt. 1997. *Op. cit.*

<sup>25</sup> *Ibid.*

<sup>26</sup> “360 Peer Performance Appraisals” HRD Strategies.

<http://www.hrdstrategies.com/organizational/performance/360peer.asp>

<sup>27</sup> Manatt. 1997. *Op. cit.*

self-assessment prior to the evaluation process may also help superintendents communicate to evaluators their personal goals and their view of the progress made toward community or staff-related objectives over the previous year.<sup>28</sup>

With federal legislation such as No Child Left Behind (NCLB) and Race to the Top (RTTT) pushing for a shift toward standards-based education reform, some school districts have opted to use **student achievement data** as another input in 360 degree evaluations.<sup>29</sup> Manatt suggests that student achievement gains may be measured by criterion-referenced tests in a pre-test/post-test format and the results calculated in a percentage-of-mastery report. He notes, however, that such a data set may require “several years of curriculum renewal, alignment, and assessment to develop.”<sup>30</sup> Aside from student achievement data, school districts may also solicit direct feedback from students through surveys.<sup>31</sup>

In the case of teacher evaluations, **principal feedback** plays an important role. A principal rates a teacher’s performance according to “observations, interviews, work samples, and examination of progress toward goals set by the teacher” over the course of a year or semester.<sup>32</sup> In the case of superintendent evaluations, feedback may also be solicited from school principals.<sup>33</sup> Feedback from **classroom teachers** and **school staff of all classifications** may be featured prominently in the evaluation process for superintendents, as the district’s employees will likely be one of the most eager groups to offer their opinions.<sup>34</sup>

<sup>28</sup> Owczarek, T. 2011. “Revamping Our Evaluation.” *School Administrator*, 68:11, pp. 17-20.

<https://www.aasa.org/SchoolAdministrator/Article.aspx?id=21158>

<sup>29</sup> *Ibid.*

<sup>30</sup> Manatt. 1997. *Op. cit.*

<sup>31</sup> As will be seen in Section III of this report, Hermiston School District collected input from students in its 360 degree evaluation survey. The survey results overview is available at the following link: [http://www.hermiston.k12.or.us/sites/hermiston.k12.or.us/files/File/press\\_media\\_news/SuptSurvey08.pdf](http://www.hermiston.k12.or.us/sites/hermiston.k12.or.us/files/File/press_media_news/SuptSurvey08.pdf)

<sup>32</sup> *Ibid.*

<sup>33</sup> Owczarek. *Op. cit.*

<sup>34</sup> As will be seen in Section III of this report, Hermiston School District’s survey collected input primarily from school employees. As another example, Broward County Public Schools organized focus groups for principals, as well as instructional and non-instructional staff. A description of the focus groups is available at the following link: <http://eagenda3.broward.k12.fl.us/eAgenda/1599/43592/Files/evaluation.pdf>

## Section II: Best Practices in Community Inclusion

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In addition to the sources of feedback described in the previous section, community feedback in 360 degree evaluations can play a pivotal role in school board calculations. The way in which community feedback is gathered is usually tailored to the specific demands of a given school district, though some common practices are noted in the literature. For the purposes of this report, “community” is defined as all stakeholders outside of a school’s body of administrators and educators. This section of the report first provides an overview of best practices in the design and implementation of parent surveys, as the literature on the subject shows that parents remain one of the largest community stakeholder groups in the feedback and review process. The focus then turns to various methods for the collection of community input and provides case studies that detail the efforts of two public school districts to solicit public input in their superintendent evaluation processes.

### **Best Practices in the Design and Administration of Parent Surveys**

Insight into best practices for the administration of parent surveys comes from the Alaska Department of Education. The Department’s evaluation handbook for educators delineates the following practices. Though written with teacher evaluations in mind, the principles discussed below may be more broadly applied to superintendent evaluations.<sup>35</sup>

- ❖ **Parent surveys should use a global item that solicits information on overall satisfaction as the “central datum for evaluation decisions.”<sup>36</sup>** The Alaska Department of Education provides the following item as an example: “Were you satisfied with your daughter’s or son’s overall classroom experience as provided by this teacher?”
- ❖ **For context, parent surveys should incorporate questions that will help gauge how involved parents have been with the school.** For example, has the parent communicated with teachers to learn about classroom content and goals?
- ❖ **School districts should establish a minimum return rate and publicize that expectation in order to encourage the participation of parents.** The Alaska Department of Education suggests 60 percent as an appropriate goal for the return rate in order to ensure reliability, though this is notably higher than the 25 percent minimum cited by Manatt in his discussion of parent surveys.

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<sup>35</sup> “Evaluation Handbook for Professional Alaska (HB 465) Educators.” Alaska Department of Education, 106-107. <http://www.eed.state.ak.us/evaluationhandbook.pdf>

<sup>36</sup> *Ibid.*

- ❖ **As districts seek to interpret the survey results, the characteristics of parents should be taken into consideration.** It may be insightful to consider differences among parent populations, such as parents of children at certain age or grade level divisions.
- ❖ **Help teachers (or administrators) interpret the information gathered from parent surveys.** Educators and administrators may be unrealistic in their expectations for the survey results. Oftentimes, it takes years of experience to know that less than perfect ratings on surveys are the norm and not cause for alarm or disappointment.
- ❖ **Finally, it is important to “vary the frequency of parent surveys.”<sup>37</sup>** The Alaska Department of Education points to one source’s suggestion for annual parent surveys for newer teachers, but surveys at only two or three year intervals for more experienced educators who have demonstrated a consistent pattern of responses from parents.

### **Methods for the Collection of Public Input on Superintendent Performance**

Methods for the collection of community input fall into the two primary categories previously discussed in this report—survey administration and focus groups. The following pages discuss the efforts of two public school districts to collect public input through survey instruments. Section III of this report will provide insight into how focus groups can be used to better understand how community members perceive a superintendent’s performance and progress. Section III profiles Broward County Public Schools, which conducts focus groups with three constituent groups that fall outside of the district’s employee base and provide community input. These groups include general Community Representatives, Business Sector Leaders, and Parents.<sup>38</sup>

#### **Case Study: McCall-Donnelly Joint School District #421**

*Approach: An Online, Standards-Based Public Input Survey*

McCall-Donnelly Joint School District #421, located in Idaho, solicits input from the general public through the use of an online survey instrument. **The short, online survey—designed to be completed in just five to ten minutes—is made available to the public on the district’s website.** The invitation to participate notes that the survey data will be used by the Board of Trustees as they finalize the superintendent’s annual evaluation, with the ultimate goal being to use the data to

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<sup>37</sup> *Ibid.*

<sup>38</sup> A description of the focus groups is available at the following link:  
<http://eagenda3.broward.k12.fl.us/cAgenda/1599/43592/Files/evaluation.pdf>



improve performance.<sup>39</sup> **The nine-item survey made available to the public is based on the performance standards established by the American Association of School Administrators and National School Boards Association:**<sup>40</sup>

- ❖ Leadership and District Culture
- ❖ Policy and Governance
- ❖ Communications and Community Relations
- ❖ Organizational Management
- ❖ Curriculum Planning Development
- ❖ Instructional Leadership
- ❖ Human Resources Management
- ❖ Values and Ethics of Leadership
- ❖ Employee Relations

The survey describes each standard in detail, enumerating the performance indicators associated with each. **Following the description of each standard, the survey asks participants to rate the superintendent's performance as one of the following: Unacceptable, Needs Improvement, Good, Excellent, Outstanding.** The survey also gives a "N/A" option for each question, as well as an opportunity for participants to add **free-response commentary** (see Figure 2.1 on the following page for a sample question). The survey provides an opportunity for participants to submit a name, but does not require that they do so.<sup>41</sup> **The results of the public survey are factored into the superintendent's evaluation along with the results of three other surveys designed for employees, the leadership team, and the board.**<sup>42</sup>

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<sup>39</sup> "Performance Survey," McCall-Donnelly Joint School District #421.  
<http://www.mdsd.org/Default.aspx?tabid=918>

<sup>40</sup> "MDSO Superintendent Performance Survey – Public 2012," McCall-Donnelly Joint School District #421.  
<http://www.surveymonkey.com/s/HF6H5C5>

<sup>41</sup> *Ibid.*

<sup>42</sup> "Performance Survey," McCall-Donnelly Joint School District #421. *Op. cit.*

**Figure 2.1: Sample Question, Public Survey of Superintendent Performance, McCall-Donnelly School District**

**Standard 1: Leadership and District Culture**

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

**Performance Indicators:**

*(Do not rate individual indicators. These are listed only to help you think about the standard.)*

- 1.1 Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement.
- 1.2 Promotes academic rigor that focuses on learning and excellence for schools.
- 1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision.
- 1.4 Models learning for staff and students.
- 1.5 Promotes understanding and celebrating school/community cultures.
- 1.6 Promotes and expects a school based climate of tolerance, acceptance and civility.
- 1.7 Develops, implements, promotes and monitors continuous improvement processes.

The superintendent's performance for Standard 1 is:

☐ Unacceptable ☐ Needs Improvement ☐ Good ☐ Excellent ☐ Outstanding ☐ N/A

**Comments:**

Source: McCall-Donnelly Joint School District #421

**Case Study: Juneau School District**

*Approach: A Downloadable Evaluation Form for Community Input*

Juneau School District in Alaska solicits input from the local community through an evaluation form that is published online. **Rather than use an online survey tool, Juneau School District provides a downloadable (.pdf) evaluation form that community members can complete and return via mail or email to the Human Resources Office.**<sup>43</sup> Similar to the McCall-Donnelly survey, the Juneau School District survey provides an opportunity for participants to submit a name with their survey, though it is not required. Unlike the McCall-Donnelly survey, however, whether an individual submits his or her name has an effect on how the feedback is

<sup>43</sup> "Superintendent Evaluation Forms." Juneau School District.

<http://www.juneauschools.org/announcement/2011/12/29/superintendent-evaluation-forms>

processed and used. Anonymous comments are discussed with the superintendent, but are *not* considered in the official evaluation. All signed forms are factored into the Board of Education's evaluation of the superintendent.<sup>44</sup>

The Superintendent Evaluation Public Comment Form is open to any community member who wishes to provide written feedback for the superintendent. The brief form asks participants to rate the superintendent's performance in **eleven broad areas** (detailed in Figure 2.2). The form also provides room for participants to comment on the superintendent's overall strengths and weaknesses and to make specific suggestions for improvement.<sup>45</sup> **Community input gathered through the public form is combined with staff feedback** and reviewed by the Board of Education in its formal review of the superintendent's performance.<sup>46</sup>

Figure 2.2: Superintendent Evaluation Public Comment Form,  
Juneau School District

Performance Ratings
<i>Select from: Excellent, Good, Fair, Poor, Don't Know</i>
Provides overall vision for the District.
Is an instructional leader.
Develops a strong, progressive, caring administrative team.
Displays strong administrative and organizational skills.
Communicates well to internal members of the organization.
Communicates well with external members of the community.
Is an advocate for high educational standards.
Articulates and supports the goals of the District.
Maintains and encourages inspiration, integrity, and honesty.
Provides direction for the allocation of resources as a means for achieving the District's mission.
Demonstrates initiative for providing direction that supports the District Mission Statement and Beliefs.

<sup>44</sup> "Superintendent Evaluation Form Public Comment Form." Juneau School District.  
[http://www.juneauschools.org/uploads/SuperintendentEvaluation\\_PublicCommentForm.pdf](http://www.juneauschools.org/uploads/SuperintendentEvaluation_PublicCommentForm.pdf)

<sup>45</sup> *Ibid.*

<sup>46</sup> "Superintendent Evaluation Forms." Juneau School District. *Op. cit.*

**Additional Questions***Free-response format.*

Areas of strength.

Areas in need of improvement.

Specific suggestions.

Source: Juneau School District

**Community Inclusion Outside of the Evaluation Process**

Community inclusion may occur *outside* of the official superintendent evaluation process, as well. Danvers Public Schools, for example, used external data collection in its strategic planning process, identifying “key stakeholders in the greater school community and town whose thoughts, suggestions, and feedback should be solicited about current programs and the effectiveness of the school system.”<sup>47</sup> The district used telephone interviews and focus groups to gather input from these individuals. The community members invited to participate in the strategic planning focus groups included members of the local town government, representatives of community partnerships, local clergy members, parents of Danvers Public Schools students, current students, and recent graduates, among others.<sup>48</sup>

The focus groups and interviews used **three key questions** to gather community input:

- ❖ What are your expectations of the Danvers Public Schools?
- ❖ In partnership with the schools, who has a role in contributing to the success of the whole child?
- ❖ What are your recommendations for ensuring every Danvers child has the opportunity for success in the 21st century?<sup>49</sup>

Such a model for engaging community members in the strategic planning process would allow a district to gain insight into the concerns and expectations of members of the local community, without necessarily collecting feedback on the superintendent’s individual role in the district’s progress. However, by considering community input in the formulation of the district’s strategic plan, the district would help ensure community approval of the overarching goals against which the superintendent’s progress would be evaluated.

<sup>47</sup> “Danvers Public Schools Strategic Plan, 2008-2013.” Danvers Public Schools. P. 2. [http://www.danvers.nec.edu/uploads/district/strategic\\_plan.doc](http://www.danvers.nec.edu/uploads/district/strategic_plan.doc)

<sup>48</sup> *Ibid.*, p. 5, 19.

<sup>49</sup> Bulleted questions reproduced verbatim from: *Ibid.*, p. 19.

### Section III: Examples of 360 Degree Superintendent Evaluations

This final section of the report provides detailed profiles of two public school districts that use very different approaches to gather information for 360 degree evaluations. Broward County Public Schools uses multiple focus groups to gather information from a range of stakeholder groups, while Hermiston School District uses a single online survey instrument to solicit input from a wide range of individuals both inside and outside of the school district community.

#### **Broward County Public Schools**

*Approach: Individual 360 Degree Focus Groups*

Broward County Public Schools, located in Fort Lauderdale, Florida, is classified as a large suburban school district. The district serves more than 255,000 students in 325 schools.<sup>50</sup> Broward County amended its superintendent evaluation process for the 2009-10 school year. The district hired Dr. Bill Mathis, a management psychologist at Mathis Consulting Group, to help develop the new instrument, as well as to begin Board Training to improve the working relationship of the board and the superintendent.<sup>51</sup>

**The first step in Broward County's superintendent evaluation process is to convene eight initial focus groups to gather information that documents the superintendent's performance.** The eight focus groups represent the following constituent groups:<sup>52</sup>

- ❖ Business Sector Leaders
- ❖ Community Representatives
- ❖ Labor/Union
- ❖ Executive Leadership Team
- ❖ Principals
- ❖ Teachers (Instructional Staff)
- ❖ Non-Instructional Staff
- ❖ Parents

**All participants are selected by school board members for their unique knowledge of the superintendent's character and job performance.** Each group participates in a discussion with an outside facilitator. The facilitator asks each focus

<sup>50</sup> National Center for Education Statistics. Common Core of Data.

[http://nces.ed.gov/ipeds/data/districtsearch/district\\_detail.asp?Search=1&details=1&InstName=broward&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=1200180](http://nces.ed.gov/ipeds/data/districtsearch/district_detail.asp?Search=1&details=1&InstName=broward&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=1200180)

<sup>51</sup> School Board of Broward County Public Schools. "Superintendent's 3<sup>rd</sup> Annual Facilitated Evaluation - 2009-2010." <http://agenda3.broward.k12.fl.us/c/Agenda/1599/43592/Files/evaluation.pdf>

<sup>52</sup> *Ibid.*, p. 1.

group to comment on several aspects of the superintendent's performance. Common questions addressed by all focus groups for the 2009-10 review included the following:

- ❖ Evaluate the success of the superintendent over the past year (the 2009-10 school year in this case).
- ❖ What can the superintendent do to show more leadership for the school district?
- ❖ What do you recommend for the board's support of the superintendent and successes in the coming year?

Furthermore, participants in most focus groups—the exceptions being the Business Sector Leaders and Parents focus groups—were asked to describe workforce morale, productivity, and the superintendent's leadership over the school year. The Community, Labor Union, Non-Instructional Staff, and Principal focus groups were also asked to describe how the superintendent made efforts to consider their input in the decision-making process and what could be improved in that area. The Community, Labor Union, and Non-Instructional Staff groups were also asked to describe what they would like to see from the superintendent in the coming year.

The following questions were tailored specifically for the remaining focus groups:<sup>53</sup>

- ❖ Business Focus Group:
  - Describe the communications and business partnership outreach the superintendent has exhibited during the last year.
  - How can the superintendent improve his relationship with the business community to be more effective next year?
- ❖ Executive Leadership Team:
  - How is the Executive Leadership Team/superintendent relationship working as you see it?
  - What can the Executive Leadership Team do to improve the District next year?
- ❖ Parent Focus Group:
  - Do you receive feedback and good communication when you approach your school's administration?
  - How has the superintendent's relationship been working with parents this past year?
  - What does the superintendent need to do to make parents a more integral part of the school system next year?

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<sup>53</sup> *Ibid.*, pp. 46-89. Reproduced with slight variation from the original text.

- ❖ Principal Focus Group:
  - How is the Executive Leadership Team/superintendent relationship working as you see it?
- ❖ Teacher Focus Group:
  - How well did the superintendent support teachers with their challenges this past year?
  - What specific efforts can the superintendent make for teachers next year?

Once the group meetings have concluded, the external facilitator prepares a written document that includes a summary of comments, as well as a listing of *all* comments voiced in each group meeting. Board members are given the opportunity to review comments from the groups during their evaluation of the superintendent. Board members participate in a similar facilitated discussion before the evaluation is completed.<sup>54</sup>

#### *Other Documents Used in the Evaluation*

In addition to the focus group summaries and comments, board members at Broward County Public Schools receive a packet comprised of several documents to aid in their evaluation of the superintendent. **The superintendent is asked to answer the same set of questions as board members, which is used as a self-assessment of performance.** A document with the superintendent's responses is presented to the board members for consideration during their evaluation.<sup>55</sup> **Another document enumerates the superintendent's performance goals for the previous year.** The superintendent is responsible for creating a list of school board, superintendent, and staff accomplishments related to each of these performance goals. To provide context for the evaluation, the superintendent's employment agreement is also presented to the board members for consideration. This legal document includes all past amendments to the agreement.

**The Broward County Public Schools Strategic Plan further provides important information on district-wide goals and objectives in the following areas:**

- ❖ Student Achievement
- ❖ Wellness and Safety
- ❖ Parents, Business, and Community Partnerships
- ❖ Employee Excellence
- ❖ Environmental Stewardship
- ❖ Innovation

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<sup>54</sup> *Ibid.*

<sup>55</sup> *Ibid.*, p. 105.

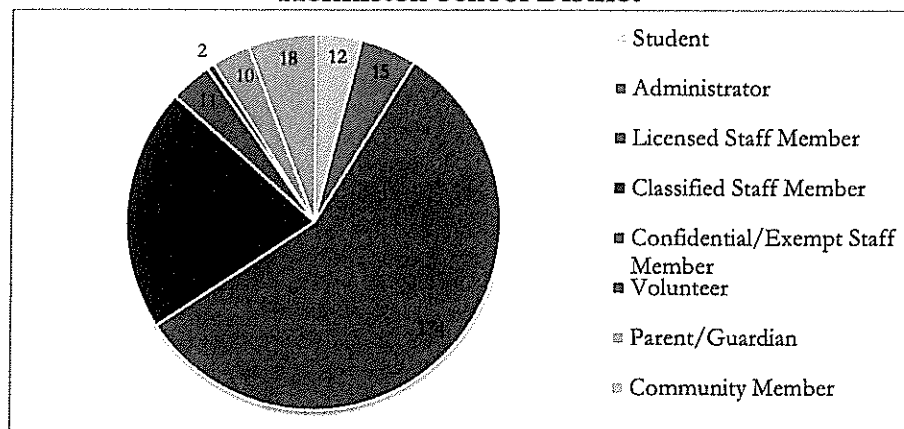
Combined, the focus group summaries and the documents described here provide a comprehensive picture of the district's and superintendent's strategic goals and his self-perceived fulfillment of those goals, as well as the opinions of numerous stakeholder groups as to how well he has worked toward those goals and supported and strengthened the area's public schools. With the help of the facilitator, the board creates a final written document that summarizes the superintendent's evaluation.

### Hermiston School District

#### *Approach: Combined 360 Degree Survey Instrument*

Hermiston School District in Oregon is a small district that serves a student population just shy of 5,000 students in ten schools.<sup>56</sup> Hermiston's evaluation policy calls for the annual evaluation of the superintendent to be based on demonstrated fulfillment of the administrative job description, alignment with any applicable standards of performance, and evident progress made toward the achievement of yearly goals set by the superintendent and/or the school board.<sup>57</sup> **For the 2008 superintendent evaluation, the district administered a single 360 degree survey that gathered input from multiple stakeholder groups, including school administrators and staff, students, parents, volunteers, and other community members.** Figure 3.1 on the following page depicts the breakdown of the respondent population.

**Figure 3.1: Number of Survey Respondents by Constituent Group, Hermiston School District<sup>58</sup>**



Source: Hermiston School District

<sup>56</sup> National Center for Education Statistics. Common Core of Data.

[http://nces.ed.gov/ipeds/data/districtsearch/district\\_detail.asp?Search=1&details=1&InstName=hermiston&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=4106300](http://nces.ed.gov/ipeds/data/districtsearch/district_detail.asp?Search=1&details=1&InstName=hermiston&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=4106300)

<sup>57</sup> "Evaluation of the Superintendent." Hermiston School District.

<http://policy.osba.org/hermiston/c/cbg%20g1.pdf>

<sup>58</sup> "2008 Superintendent Evaluation Process: Results Overview." Hermiston School District. June 4, 2008.

[http://www.hermiston.k12.or.us/sites/hermiston.k12.or.us/files/File/press\\_media\\_news/SuptSurvey08.pdf](http://www.hermiston.k12.or.us/sites/hermiston.k12.or.us/files/File/press_media_news/SuptSurvey08.pdf)



Licensed staff members represented the largest single group of participants, with 174 of the 306 completed respondents. **Overall, the survey yielded responses primarily from *internal* stakeholders; administrators and staff members of all classifications (licensed, classified, and exempt) made up 86.3 percent of the survey population.** Combined, *external* stakeholders that might be considered under a broad “community” group (community members, parents/guardians, and volunteers) made up 9.8 percent of the survey population, while students represented just 4.0 percent of participants.<sup>59</sup>

Rather than design targeted surveys for each constituent group, Hermiston used a single survey instrument, which asked participants to identify themselves as a member of one of the previously discussed groups. The survey also asked participants to identify the location with which they were most closely associated, whether the district as a whole or one of eight individual schools, and to answer the following questions related to the superintendent’s vision, accessibility, direction, strengths, weaknesses, and goals (Figure 3.2).

**Figure 3.2: 360 Degree Survey Questions, Hermiston School District<sup>60</sup>**

<b>Agree or Disagree</b>
<i>Select from: Strongly Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Strongly Disagree</i>
I am encouraged and inspired by the District’s vision to become the premier school district in Oregon.
This year, the superintendent visited our schools and departments.
The superintendent is accessible to students, staff, parents, and community members.
The superintendent fosters community support and partnerships to benefit the students of the Hermiston School District.
I am confident in the direction the superintendent is leading Hermiston School District in.
<b>Areas of Strength</b>
<i>Select all that apply.</i>
Based on your experience and observations, which of the following would you identify as the superintendent’s strongest skill?
<ul style="list-style-type: none"> <li>➤ Community Leadership</li> <li>➤ Instructional Leadership</li> <li>➤ Organizational Management</li> <li>➤ Visionary Leadership</li> <li>➤ Interpersonal Relations</li> <li>➤ None of the above</li> <li>➤ Not enough information to answer</li> <li>➤ Other</li> </ul>

<sup>59</sup> *Ibid.*

<sup>60</sup> *Ibid.*

**Areas for Improvement***Select all that apply.*

Which of the following is an area requiring continued growth/improvement for the superintendent?

- Community Leadership
- Instructional Leadership
- Organizational Management
- Visionary Leadership
- Interpersonal Relations
- None of the above
- Not enough information to answer
- Other

**Goal-Based Questions***Select from: Strongly Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Strongly Disagree*

The superintendent has high expectations for student learning and achievement.

The superintendent provides focus for the improvement of instruction.

The superintendent's learning visits at my school were valuable.

Source: Hermiston School District

As illustrated in Figure 3.2, the school district devised a single set of questions that were broad enough that multiple stakeholder groups could weigh in on the superintendent's performance. The approach allows for cross-comparisons of individual stakeholder groups' opinions on the success of the superintendent during the year in question.

At Hermiston School District, responsibility for the administration of the 360 degree evaluation survey fell to the Human Resources department. The survey was administered via Zoomerang's online survey software and respondents were able to complete the survey anonymously.<sup>61</sup> From the information available online, however, it is unclear how the survey sample was created or how invitations to complete the survey were delivered to potential participants. Furthermore, the district does not publish information that explains how the 360 degree evaluation survey is integrated into the school board's official review of the superintendent's performance. One important practice that the district does demonstrate is communication with the community regarding survey results. **Hermiston published on its website a brief review of positive feedback gleaned through the survey**, including data on three questions which resulted in more than 89 percent positive answers (defined as responses of "somewhat agree" or "strongly agree"). Importantly, **the brief article also linked to the full survey results**. This type of communication should help participants see that their input was reviewed and valued in the evaluation process and may help encourage greater participation in the future as teachers, administrators, parents and community members recognize the importance of their feedback.

<sup>61</sup> "Results of 360 Degree Evaluation Survey for Superintendent Fred Maiocco." Hermiston School District. <http://www.hermiston.k12.or.us/SuperintendentSurvey08>

## **Project Evaluation Form**

Hanover Research is committed to providing a work product that meets or exceeds member expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

<http://www.hanoverresearch.com/evaluation/index.php>

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WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

DRAFT Minutes

Regular Meeting #1333

Monday, October 7, 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 (7:04 PM)
Melissa Ayala	Karl Ottmar (7:05 PM)
Scott Brown	Asima Silva
Maleah Gustafson	Megan Weeks
Sherri Haber	Linda Woodland
Robert Imber	Adam Young
Laura Kirshenbaum	

*Committee Members Absent:*

Michael Dennis	Sarah LaMountain
Anthony DiFonso	Matthew Lavoie
Stephen Godbout	Benjamin Mitchel

*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  
Christine Smith, Administrator of Special Education  
Rebecca Petersen, Executive Secretary to the Superintendent

*Student Representatives Present:*

Rianna Massoni-Nesman	Leah Michalowski (7:30 PM)
-----------------------	----------------------------

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

Chair Mills called the meeting to order at 7:01 PM. He announced the meeting was being broadcast live on Channel 194 and is also streaming on HCTV.

7:02 PM Member Silva left the table.

I. Public Hearing

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

7:03 PM Member Silva returned to the table.

II. Chair's Opening Remarks

Chair Mills welcomed representation from the school nurses employee group and invited them to the podium. Sandra Berquist, school nurse at Davis Hill Elementary School, spoke on behalf of the group, thanking the Committee for the opportunity to address the School Committee.

7:04 PM Member Silva left the table.

7:04 PM Member Michalowski joined the meeting.

7:05 PM Member Ottmar joined the meeting.

Ms. Berquist addressed the Committee, speaking to information contained in a PowerPoint presentation, which was projected (attachment 2).

7:07 PM Member Silva returned to the table.

At the conclusion of the PowerPoint presentation, members were given the opportunity to ask questions of the nurses.

School nurses introduced themselves and those in attendance included:

Sandra Berquist, Davis Hill Elementary School  
Laurie Coe, Mayo Elementary School  
Louisa Corazzini, WRHS  
Luong Duong, WRHS  
Meredith Hartleb, Early Childhood Center  
Bertha Josiah-Ogbomo, Houghton Elementary School  
Lisa Lamoureux, Chocksett Middle School  
Christine Lawton, Glenwood Elementary School  
Carol Strait, Naquag Elementary School

Chair Mills thanked the nurses for their attendance and the nurses were given a round of applause. The nurses left the meeting.

III. Student Representatives' Reports

Student Representative Massoni-Nesman reported the new turf field is now in use, that dates for Spirit Week and Homecoming have been moved to the week of October 21<sup>st</sup>, NHS (National Honor Society) will be hosting a blood drive, approximately 40 students are participating in a week long Project Green Challenge, there was a recent Mock U.N (combination of Mock Trial and Model U.N.) competition, this school year's first musical performance at the high school will take place shortly, the girls' volleyball team will be having a fundraiser (Dig Pink) on October 11<sup>th</sup>, and lastly this is the time of year college admission representatives visit the high school to speak with/meet with high school seniors. Student Representative Massoni-Nesman provided an update from Chocksett and Central Tree Middle Schools.

#### IV. Superintendent's Report

##### A. Discussion of Report

Superintendent McCall began by reporting to the full Committee the status of the turf field, a repeat of the report he had given to the Facilities and Security Subcommittee at that meeting just before the regular School Committee meeting. Superintendent McCall commended Director Deedy and WRHS Facility Manager Mark Wilde on effort and work on their parts to get the field open and in use.

Superintendent McCall spoke about the September 19, 2019 evening presentation held at WRHS, with topics that included *The New Look of Nicotine Addiction*, *Hidden in Plain Sight*, and an address by keynote speaker Dr. Ruth Potee on *The Physiology of Addiction: Effects of Drug-Taking Behavior on the Brain*. Superintendent McCall, who was at the event, reported this event was extremely informative and very well presented. He also reported that a representative from the INTERFACE Referral Service of William James College was at the event and shared information about services now available to all Member Town residents through this referral service.

Superintendent McCall called members' attention to the class size information included in his October 4, 2019 Superintendent's Report. He reported similar data for classes at the high school will be pulled together. Superintendent McCall did caution it is important to remember and to be mindful of space limitations at some of the schools across the District. Member Imber thanked the Superintendent for the updated class size enrollment numbers, adding similar information for the high school would be useful.

7:30 PM Student Representative Michalowski joined the meeting.

Member Imber asked members to not be "frightened" by the monetary projections about addressing class sizes that are over School Committee policy, especially if addressed over a multi-year period. At Member Gustafson's inquiry, Superintendent McCall reported on a recent informal meeting he had with Holden town officials to begin discussions about Holden's growing enrollment numbers and the possibility of submitting a SOI (Statement of Interest) to the Massachusetts School Building Authority (MSBA) in the winter of 2020.

7:36 PM Member Brown left the meeting.

There was general discussion about school choice students (incoming and outgoing) and how those students impact enrollment numbers, with the question raised about school choice out numbers at the kindergarten level now that WRSD offers tuition-free, full-day kindergarten. There was also general discussion about caseloads at the middle schools and the average number of students per teacher at that level. Member Michalowski asked what the District would likely have done with funds used to address a fiscal deficit if those funds had been available and could have been used for other purposes. Superintendent McCall explained those funds would probably have rolled into E&D (Excess & Deficiency).

7:47 PM Student Representative Massoni-Nesman left the meeting.

Additional discussion took place, including talk about the recently enacted *Student Opportunity Act*. Superintendent McCall assured the Committee he will keep the School Committee and Member Town officials informed and updated as more information about this new piece of legislation is made available.

Brief discussion ensued about homework/home assignments, following a presentation by Alfie Kohn at a recent Curriculum Meeting.

B. Recommendations Requiring Action by the School Committee

There was no action required of the School Committee.

V. Unfinished Business

There was no unfinished business brought before the Committee.

VI. Secretary's Report

A. Approval of #1332 Regular Meeting Minutes of the Wachusett Regional School District Committee held on September 16, 2019

Motion: To approve minutes of the regular meeting of the WRSDC held on September 16, 2019.

(R. Imber)  
(A. Young)

Vote:

*In favor:*

Kenneth Mills  
Christina Smith  
Melissa Ayala  
Maleah Gustafson  
Sherrie Haber

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

*Opposed:*  
None

The minutes were unanimously approved.

- B. Approval of #320 Special Meeting Minutes of the Wachusett Regional School District Committee held on September 23, 2019

Approval of minutes of September 23, 2019 Special Meeting was passed over.

- C. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on September 23, 2019

Approval of minutes of September 23, 2019 executive session was passed over.

VII. 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.

VIII. Committee Reports

A. Management Subcommittee

Chair Mills reported the Management Subcommittee met immediately before this School Committee meeting. Chair Mills reported on the appointment of an Ad Hoc Subcommittee to Negotiate the Superintendent's Contract, membership to include:

Kenneth Mills, Chair  
Scott Brown  
Michael Dennis  
Matthew Lavoie  
Megan Weeks



Chair Mills reported the Management Subcommittee will meet at 7:00 PM on October 28, 2019 and it is anticipated a draft Staffing Plan will be presented to the subcommittee at that meeting.

B. Education Subcommittee

Subcommittee Chair Imber reported this subcommittee met immediately before this School Committee meeting and he too spoke about the Staffing Plan being developed by District administration.

C. Business/Finance Subcommittee

In Subcommittee Chair Dennis' and Vice-chair Mitchel's absences, Business/Finance Subcommittee Members Gustafson and Long-Bellil reported on the October 2, 2019 meeting of this subcommittee. Director Deedy approached the podium and added to the report about the October 2<sup>nd</sup> meeting.

D. Legal Affairs Subcommittee

In Subcommittee Chair Brown's and Vice-chair Lavoie's absences, Legal Affairs Member Michalowski reported this subcommittee will meet at 6:00 PM on October 21, 2019.

E. Superintendent Goals and Evaluation Subcommittee

In Superintendent Goals and Evaluation Subcommittee Chair Lavoie's absence, Member Weeks reported on the October 3, 2019 meeting of this subcommittee, at which time Superintendent McCall's 2019-2020 goals were finalized and are being brought to the full School Committee for approval (attachments 3 & 4).

1. Motion: To recommend approval of the Superintendent's Goals 2019-2020  
(M. Weeks)  
(R. Imber)

At Chair Mills' invitation, Superintendent McCall read aloud and spoke about his four goals for the 2019-2020 school year. Brief discussion ensued.

Vote:

*In favor:*

Kenneth Mills  
Christina Smith  
Melissa Ayala  
Maleah Gustafson  
Sherrie Haber  
Robert Imber  
Laura Kirshenbaum  
Linda Long-Bellil

Amy Michalowski  
Karl Ottmar  
Asima Silva  
Megan Weeks  
Linda Woodland  
Adam Young

*Opposed:*  
None

The motion was unanimously approved.

F. Facilities and Security Subcommittee

Subcommittee Chair Young reported on the meeting of this subcommittee that took place immediately before this School Committee meeting. Topics of discussion included use of schools as polling locations and implementation of ALICE across the District.

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

Director Deedy reported this Board will meet at 7:00 PM on October 16, 2019 in the Superintendent's Conference Room at the District Central Office. Chair Mills again noted another member of the School Committee is needed on the AAB, to serve as Vice-chair. Volunteers should speak with Chair Mills.

H. Ad Hoc Subcommittees

I. Building Committees

1. Mountview Building Committee

No report was made.

Superintendent McCall did report that a HVAC compressor was delivered in broken condition, and the school is now waiting for a replacement. Member Kirshenbaum asked about the Mountview PTA being asked to fund a purchase of supplies (grass seed or mulch), which Member Kirshenbaum feels should be a school or a District expense.

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.

Member Gustafson – SEPAC: upcoming meeting and officer elections on October 23, 2019

Member Young – Mayo Elementary School: SIMCO met this date.

Member Michalowski – WRHS: SIMCO will meet on October 15<sup>th</sup>

Chair Mills – Davis Hill Elementary School

IX. Public Hearing

Jason Firmin, Holden resident, addressed the School Committee, expressing concern about a new housing development in Holden and the impact of this development on school enrollment..

Heidi Lahey, WREA President and Holden resident, addressed the School Committee in strong support of school nurses and the roles they play.

X. New Business

Member Long-Bellil asked that the Committee be updated on the Early Literacy initiative underway in the District.

XI. Adjournment

Motion: To adjourn.

(R. Imber)

(A. Young)

Vote:

*In favor:*

Kenneth Mills  
Christina Smith  
Melissa Ayala  
Maleah Gustafson  
Sherrie Haber  
Robert Imber  
Laura Kirshenbaum  
Linda Long-Bellil  
Amy Michalowski  
Karl Ottmar  
Asima Silva  
Megan Weeks  
Linda Woodland  
Adam Young

*Opposed:*

None

The motion was unanimously approved.

The meeting adjourned at 8:40 PM.

Respectfully submitted,

Darryll McCall, Ed.D.  
Superintendent of Schools

DM:rlp

Attachments:

- Attachment 1 – Sign-in sheets
- Attachment 2 – WRSD School Health Services
- Attachment 3 – Superintendent Goal Plan 2019-2020 Draft 10/3/2019
- Attachment 4 – Administrator Plan Form Draft 10/7/2019

## Attachment 1

**WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE**  
**Regular Meeting**  
**Monday, October 7, 2019**

PLEASE **PRINT** YOUR NAME, YOUR ADDRESS, AND THE TOPIC YOU WISH TO DISCUSS, IF YOU WISH TO ADDRESS THE SCHOOL COMMITTEE DURING PUBLIC SESSION.

[illegible]

**WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE**  
**Regular Meeting**  
**Monday, October 7, 2019**

PLEASE **PRINT** YOUR NAME AND YOUR TOWN

[illegible]

## Educational Requirements

- Initial School Nurse License:
  - Valid RN license with BS/BSN
  - Pass MTEL
  - 2 years experience in child health or community health setting
  - Completion of state MDPH orientation requirements
- Professional License (in addition to above):
  - 3 years work experience as school nurse, national licensure or license in community health nursing or master's degree
- Renewal of licensure:
  - 75 CEUs (school nurse specific) for National School Nurse Certification (NCSN) every 5 years
  - 150 PDPs for DESE Licensure renewal every 5 years
  - 15 CEUs for RN licensure renewal every 2 years

## Wachusett Regional School District School Health Services

School nursing, a specialized practice of nursing, protects and promotes student health, facilitates optimal development, and advances academic success. School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potential.

Adopted by the NASN Board of Directors February 2017

## NASN (National Association of School Nurses) Recommendations

"A one-size-fits-all workload determination is inadequate to fill the increasingly complex health needs of students and school communities."

Sources: NASN.org and American Academy of Pediatrics

## Benefits to Proper Nurse Staffing

- Appropriate school nurse staffing leads to better student attendance and classroom success
- When a nurse is present, a principal gains nearly 1 hour per day and teachers gain an extra 20 minutes to focus on education instead of health needs
- Increased school nurse staffing has improved immunization rates, vision correction, and identification of life-threatening conditions
- Every \$1.00 spent on school nursing, \$2.20 was saved in health care procedures and parent time away from work.

NASN, School Nurse Workload: Staffing for Safe Care



## Visits to the Health Office Per Year

Total number of visits	66,140
Scheduled medications given	16,567
PRN Medications given	6,553
Average Return to Class Rate	93.3%
Parent Phone Calls	21,201
Community Agency Calls	405
Staff Communication	5,101

## Social Emotional Needs

Health offices are seeing a significant rise in behavioral health assessments due to the increasing social emotional needs of the students.

## Students with Health Care Needs continued

- Total number of students with special health care needs (students with multiple conditions only counted once in total)

Total 1,223

- Total number of students with individual health care plans, medical 504's, or asthma action plans

Total 826

- Care for one diabetic student takes 1 ½ hours per child per day

Source: Foundations of School Nursing Practice (MDPH)

## State Mandated Health Screens Performed

- Nurses schedule hearing, vision and BMI screenings
- Create student rosters for all screenings
- Coordinate with staff, screening team, students and administration
- Postural screenings
- SBIRT screenings, document results in the electronic medical record and report results to MDPH
- Notify parents/guardian of referrals, coordinate with teachers if vision or hearing concerns are affecting academic progress and follow up to make sure the proper medical treatment is received from an outside provider
- **Total number of screens performed 11,324 (excluding SBIRT)**
- **Total referrals letters sent home 277**

## Role of School Nurse

- Care for student and staff medical needs
- Give daily medications and treatments, scheduled and as needed
- Call doctor's offices regarding medication orders and other health needs
- Communicate with cafeteria staff/teachers regarding students health needs
- Coordinate and prepare medications & paperwork for field trips
- Draft individual health care plans to present at IEP/504 meetings
- Coordinate with coordinators regarding needs of students in school sponsored activities
- Arrange CPR teaching and provide epinephrine training to staff
- Train/orient new nurses & precept student nurses from local colleges
- Data entry: physicals, immunizations, health screening results/referrals per DPH regulations
- Attend monthly district nurse meetings (outside of school hours)
- Arrange substitute nurse coverage for planned days off, conferences, and field trips
- Lice head checks and parent teaching
- Perform monthly AED and Stop the Bleed kit checks
- Plan CEU programs for full day PD

All tasks done without prep period included in work day  
(in most schools)

## Role of School Nurse, continued

- Complete state surveys: asthma, allergy and immunization
- Develop and maintain school nurse website
- Arrange health programs at our schools: Whack the Flu, Dental Hygiene, UMass Mobile Safety Bus, Skin Aware Program, Handwashing, Central Mass Lyme Foundation
- Coordinate with equipment reps to provide inservices on: insulin pumps, feeding, tubes, trachs, CGMs (continuous glucose monitoring), local fire department for O2 tanks and other medically fragile children who require immediate transport
- File student health documents in secure location
- Track trends on injuries or illness to help keep classrooms and playground safe
- Perform daily treatments such as ostomy care, straight cath, g-tube care/feedings, nebulizer treatments, trach care, diabetic care/with multiple brands of insulin pumps
- Coordinate and monitor post concussion re-entry plans
- Contact MASSTART to support extremely fragile students
- Document in SNAP (electronic health record) daily on each student visit
- Make phone calls to parents as needed
- Members of crisis intervention teams

## Role of School Nurse Leader

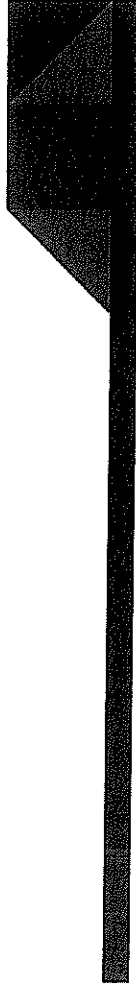
- Renew physician standing orders, epinephrine stock, naran stock and epinephrine delegation orders
- Train nurses on Narcan protocols
- Set agendas and lead monthly staff meetings
- Arrange PD Days (½ and full days)
- Answer phone calls and emails from district nurses daily
- Utilize grant monies to improve district school nursing ( CSHS Grant)
- Perform evaluations of clinical skills of all districts nurses twice yearly
- Manage the Administration of Medications-state requires a medication manager
- Work as full time nurse at Davis Hill
- Complete yearly and monthly reports
- Attend state and regional meetings
- Apply for grants

## Role of Nurse Leader, continued

- Collaborate with school district administration and school physician to assess, develop, revise and implement medication administration program policies and procedures that meet state, federal, and local laws/regulations
- Establish systems to evaluate, verify, and communicate ongoing competence in medication administration and delegation for RNs and delegates
- Review new nurse applications and participate in interviews when possible
- Review per diem survey and place them in schools for orientation
- Keep district nursing staff informed of latest best practices and new information from the state and federal government about school health
- Assist Central Office with arranging building coverage

## Recommendations to Improve Health Services in the Wachusett Regional School District

- Full time resource nurse that is a registered nurse (RN) 2020/2021 school year
- Requesting full-time nurse leader/director of health services



**Superintendent Goal Plan 2019-2020 - DRAFT 10/03/2019**Educator—Name/Title: Darryll McCall, Ed.D, SuperintendentPrimary Evaluator—Name/Title: WRSDCCheck all that apply    ☒ Proposed Goals    ☐ Final Goals    Date: 10/07/2019

A minimum of one student learning goal and one professional practice goal are required. **Team goals must be considered** per 603 CMR 35.06(3)(b). Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.

<b>Student Learning Goal</b> <i>Check whether goal is individual or team;  write team name if applicable.</i>	<b>Professional Practice Goal</b> <i>Check whether goal is individual or team;  write team name if applicable.</i>
<p>Individual  <input checked="" type="checkbox"/> Team: Superintendent, Deputy Superintendent, Principals</p> <p>- By June 2020, the Superintendent will establish vision for a homework philosophy and align practice to ensure a more consistent application of homework protocols across district.</p> <p><b>Rationale</b> - Developing consistent practices and protocols around homework is a longstanding need for the District and has been an issue that building level administrators have been grappling with.</p> <p><b>Alignment</b> - This goal aligns with Domains 2, 3 and 5 of the WRSD Strategic Plan and Standard 1: Instructional Leadership</p>	<p>Individual  <input checked="" type="checkbox"/> Team: Superintendent, Deputy Superintendent</p> <p>- The Superintendent, by leading professional learning experiences focused on the development of culturally proficient knowledge and skills, will ensure administrators share his vision for the Wachusett district and are consistent in their practice</p> <p><b>Rationale</b> - This goal expands the superintendent's 2018-19 goal of development of induction program for new administrators in the district, with the goal of ensuring there is consistency in values and vision across building and central office leadership, which will ultimately increase productivity of central office.</p> <p><b>Alignment</b> - This goal aligns with Domains 1 and 5 of the WRSD Strategic Plan and Standard 1: Instructional Leadership</p>

<b>District Improvement Goal</b> <i>Check whether goal is individual or team;  write team name if applicable.</i>	<b>District Improvement Goal</b> <i>Check whether goal is individual or team;  write team name if applicable.</i>
<p>Individual  <input checked="" type="checkbox"/> Team: Superintendent, Central office administration, Town Administrators</p> <ul style="list-style-type: none"> <li>- By June 2020, the superintendent will develop a 10 year plan of action to address enrollment trends throughout the district</li> </ul> <p><b>Rationale</b> - A review of all school sites is necessary as the five towns experience either growth or declining enrollments.</p> <p><b>Alignment</b> - This goal aligns with Domains 1 and 3 of the WRSD Strategic Plan and Standard I: Instructional Leadership and Standard II: Management and Operations</p>	<p>Individual  <input checked="" type="checkbox"/> Team: Superintendent, Central office administration, building principals</p> <ul style="list-style-type: none"> <li>- By April 2020, the superintendent will update the Bullying Prevention and Intervention Plan (BPIP), working with the administrative team, educators and the community in the process.</li> </ul> <p><b>Rationale</b> - An update of the BPIP must be conducted to provide support and training for educational purposes for staff and students.</p> <p><b>Alignment</b> - This goal aligns with Domain 5 of the WRSD Strategic Plan and Standard II: Management and Operations and Standard III: Family and Community Engagement.</p>

**S.M.A.R.T.:** S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

**Administrator Plan Form DRAFT** (10/07/2019)

Administrator —Name/Title: Darryll McCall, Ed.D., Superintendent

Primary Evaluator—Name/Title: WRSDC

**Student Learning Goal***Check whether goal is individual or team; write team name if applicable.*

Individual

x Team:

- By June 2020, the Superintendent will establish vision for a homework philosophy and align practice to ensure a more consistent application of homework protocol across district

**Student Learning Goal(s): Planned Activities**

*Describe actions the educator will take to attain the student learning goal(s).  
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<ul style="list-style-type: none"> <li>• Homework practices reviewed by school</li> </ul>	<ul style="list-style-type: none"> <li>• School administrative team</li> <li>• Superintendent/District level administration</li> </ul>	<ul style="list-style-type: none"> <li>• 10/2019</li> </ul>
<ul style="list-style-type: none"> <li>• Meet with principals monthly during Principal Leadership Team meetings and lead discussions on homework</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent/District level administration</li> <li>• The Homework Myth</li> <li>• Various articles on homework</li> </ul>	<ul style="list-style-type: none"> <li>• 11/2019</li> </ul>
<ul style="list-style-type: none"> <li>• Homework survey developed for parents/guardians, teachers, and building level administration</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent/District level administration</li> <li>• School administrative team</li> </ul>	<ul style="list-style-type: none"> <li>• 12/2019</li> </ul>



<ul style="list-style-type: none"> <li>• Survey conducted with teachers and administrators</li> </ul>	<ul style="list-style-type: none"> <li>• School administrative team</li> <li>• Superintendent/District level administration</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 12/2019</li> </ul>
<ul style="list-style-type: none"> <li>• Survey conducted with parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>• School administrative team</li> <li>• Superintendent/District level administration</li> </ul>	<ul style="list-style-type: none"> <li>• 2/2020</li> </ul>
<ul style="list-style-type: none"> <li>• Survey results reviewed and data are analyzed</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent/District level administration</li> <li>• School administrative team</li> </ul>	<ul style="list-style-type: none"> <li>• 3/2020</li> </ul>
<ul style="list-style-type: none"> <li>• Protocols on homework defined and shared vision established</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent/District level administration</li> <li>• School administrative team</li> </ul>	<ul style="list-style-type: none"> <li>• 4/2020</li> </ul>

\*Additional detail may be attached if needed.

Educator—Name/Title: Darryll McCall, Ed.D., Superintendent

## Administrator Plan Form

<b>Professional Practice Goal</b> <i>Check whether goal is individual or team; write team name if applicable.</i>	
Individual X Team:	<ul style="list-style-type: none"><li>- The Superintendent, by leading professional learning experiences focused on the development of culturally proficient knowledge and skills, will ensure administrators share his vision for the Wachusett district and are consistent in their practice</li></ul>

<b>Professional Practice Goal(s): Planned Activities</b> <i>Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team. Attach additional pages as needed.</i>		
Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<ul style="list-style-type: none"><li>• Meet with principals monthly during Principal Leadership Team meetings and lead discussions on cultural proficiency</li></ul>	<ul style="list-style-type: none"><li>• DESE: Strategies for Cultural Proficiency</li><li>• Project Implicit Bias/Harvard</li><li>• Unconscious Bias in Schools</li><li>• Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>• 10/2019 through 06/2020</li></ul>
<ul style="list-style-type: none"><li>• Principals take Implicit Bias survey</li></ul>	<ul style="list-style-type: none"><li>• Project Implicit Bias/Harvard</li></ul>	<ul style="list-style-type: none"><li>• 10/2019</li></ul>
<ul style="list-style-type: none"><li>• Book Study: Unconscious Bias in Schools</li></ul>	<ul style="list-style-type: none"><li>• Book: Unconscious Bias in Schools</li></ul>	<ul style="list-style-type: none"><li>• 10/2019 through 02/2020</li></ul>

<sup>1</sup> Must identify means for educator to receive feedback for improvement per 603 CMR 35.06(3)(d).

<ul style="list-style-type: none"> <li>• Final survey to gauge understanding of consistency around cultural proficiency</li> <li>• Information shared with SC around principals implementation plans</li> </ul>	<ul style="list-style-type: none"> <li>• Survey conducted</li> <li>• Development of projected plan of next steps</li> </ul>	<ul style="list-style-type: none"> <li>• 02/2020</li> <li>• 04/2020</li> </ul>
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## Administrator Plan Form

Educator—Name/Title: Darryll McCall, Ed.D., Superintendent

Primary Evaluator—Name/Title: WRSDC

### District Improvement

*Check whether goal is individual or team; write team name if applicable.*

Individual

x Team:

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

### District Improvement Goal: Planned Activities

*Describe actions the educator will take to attain the student learning goal(s).  
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<ul style="list-style-type: none"><li>• Review staffing needs through staffing plan</li></ul>	<ul style="list-style-type: none"><li>• Review materials</li><li>• School administrators</li><li>• Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>• 10/2019</li></ul>
<ul style="list-style-type: none"><li>• Meet with local officials to discuss learning spaces</li></ul>	<ul style="list-style-type: none"><li>• Superintendent/District level administration</li><li>• Town officials</li></ul>	<ul style="list-style-type: none"><li>• 10/2019</li></ul>
<ul style="list-style-type: none"><li>• Review NESDEC and other relevant documentation pertaining to current and projected enrollments</li></ul>	<ul style="list-style-type: none"><li>• Review materials</li><li>• Superintendent/District level administration</li><li>• Building principals</li></ul>	<ul style="list-style-type: none"><li>• 11/2019</li></ul>
<ul style="list-style-type: none"><li>• Assess building capacity by town</li></ul>	<ul style="list-style-type: none"><li>• School administrators</li><li>• Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>• 1/2020</li></ul>

<ul style="list-style-type: none"> <li>• Meet with local officials to discuss findings</li> </ul>	<ul style="list-style-type: none"> <li>• Local officials</li> <li>• Superintendent/District level administration</li> </ul>	<ul style="list-style-type: none"> <li>• 3/2020</li> </ul>
<ul style="list-style-type: none"> <li>• Preliminary findings shared with SC</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent/District level administration</li> </ul>	<ul style="list-style-type: none"> <li>• 4/2020</li> </ul>
<ul style="list-style-type: none"> <li>• Plan completed and shared and presented</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent/District level administration</li> </ul>	<ul style="list-style-type: none"> <li>• 6/2020</li> </ul>

\*Additional detail may be attached if needed.

## Administrator Plan Form

Educator—Name/Title: Darryll McCall, Ed.D., Superintendent

Primary Evaluator—Name/Title: WRSDC

### District Improvement

*Check whether goal is individual or team; write team name if applicable.*

Individual

x Team:

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

### District Improvement Goal: Planned Activities

*Describe actions the educator will take to attain the student learning goal(s).  
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<ul style="list-style-type: none"><li>• BPIP is reviewed</li></ul>	<ul style="list-style-type: none"><li>• Superintendent/District level administration</li><li>• School administration</li><li>• Teachers</li></ul>	<ul style="list-style-type: none"><li>• 10/2019</li></ul>
<ul style="list-style-type: none"><li>• BPIP review committee established</li></ul>	<ul style="list-style-type: none"><li>• Superintendent/District level administration</li><li>• School administration</li><li>• Teachers</li><li>• Parents/guardians</li><li>• School Committee</li><li>• Police/Fire</li></ul>	<ul style="list-style-type: none"><li>• 11/2019</li></ul>
<ul style="list-style-type: none"><li>• BPIP committee meets to review plan and make recommendations</li></ul>	<ul style="list-style-type: none"><li>• BPIP committee</li></ul>	<ul style="list-style-type: none"><li>• 11/2019 to 3/2020</li></ul>

<ul style="list-style-type: none"> <li>• Updated BPIP completed and shared, including details of proposed rollout</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent/District level administration</li> </ul>	<ul style="list-style-type: none"> <li>• 04/2020</li> </ul>
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\*Additional detail may be attached if needed.

**This Educator Plan is “designed to provide educators with feedback for improvement, professional growth, and leadership,” is “aligned to statewide Standards and Indicators in 603 CMR 35.00 and local Performance Standards,” and “is consistent with district and school goals.” (see 603 CMR 35.06 (3)(d) and 603 CMR 35.06(3)(f).)**

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Educator\* \_\_\_\_\_ Date \_\_\_\_\_

\* As the evaluator retains final authority over goals to be included in an educator's plan (see 603 CMR 35.06(3)(c)), the signature of the educator indicates that he or she has received the Goal Setting Form with the “Final Goal” box checked, indicating the evaluator's approval of the goals. The educator's signature does not necessarily denote agreement with the goals. Regardless of agreement with the final goals, signature indicates recognition that “It is the educator's responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.” (see 603 CMR 35.06(4))

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Education Subcommittee

Monday, November 4, 2019  
6:00 PM

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

AGENDA:

- I Call to Order
- II Approval of Minutes
- III Staffing Plan Update
- IV Update on Home Assignments
- V 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
- VI Amended Policy 6434 Policy Relating to Pupil Services Sexual Harassment
- VII Plan to Review Series 3000 and Series 6000 Policies
- VIII Old Business
- IX New Business
- X 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*

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Wachusett Regional School District Committee

Monday, November 4, 2019  
7:00 p.m.

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

AGENDA:

- Public Hearing
- Chair's Opening Remarks
  - Draft Staffing Plan*
  - Superintendent Darryll McCall and Deputy Superintendent Robert Berlo
- Student Representatives' Reports
- Superintendent's Report
  - Discussion of Report
  - Recommendations Requiring Action by the School Committee
- Unfinished Business
- Secretary's Report
  - Approval of 320<sup>th</sup> Special Meeting Minutes of the WRSDC held on 9/23/2019
  - Approval of Executive Session Minutes of the WRSDC held on 9/23/2019
  - Approval of 1333<sup>rd</sup> Regular Meeting Minutes of the WRSDC held on 10/7/2019
- 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
    - Ad Hoc Subcommittee to Negotiate the Superintendent's Contract
  - 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*



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FY21 Budget Roundtable

Thursday, November 7, 2019  
6:30 p.m.

Holden Senior Center  
1130 Main Street, Holden

AGENDA:

- I. Call to Order
- II. Introductions
- III. FY21 Budget process, presentation of data, status, and issues
- IV. Budget "Drivers"
- V. 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*

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Facilities and Security Subcommittee

Monday, November 25, 2019  
6:30 PM

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

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Ad Hoc Subcommittee to Negotiate the Superintendent's Contract

Monday, December 2, 2019  
6:00 PM

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

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Business/Finance Subcommittee

Monday, December 2, 2019  
7:00 PM

Curriculum Center  
District Central Office  
1745 Main Street, Jefferson

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Education Subcommittee

Monday, December 9, 2019  
6:00 PM

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

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Wachusett Regional School District Committee

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

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

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

Attachment 2  
November 1, 2019

**Business/Finance**

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

**Education**

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

**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.

**Ad Hoc Subcommittee to Negotiate the Superintendent's Contract**

Kenneth Mills, Chair	Michael Dennis
Megan Weeks, Vice-chair	Matthew Lavoie
Scott Brown	

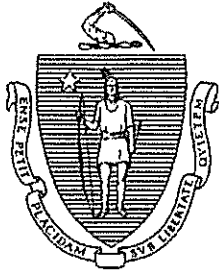
**Audit Advisory Board**

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



Jeffrey C. Riley  
Commissioner

## Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000  
TTY: N.E.T. Relay 1-800-439-2370

### MEMORANDUM

**To:** Superintendents and Charter School Directors  
**From:** Jeffrey C. Riley  
Commissioner of Elementary and Secondary Education  
**Date:** October 2019  
**Re:** John and Abigail Adams Scholarship Letters for Students in the Class of 2020

A handwritten signature in dark ink, appearing to read "Jeffrey C. Riley".

I am pleased to provide you with letters for students in the class of 2020 who have qualified to receive the John and Abigail Adams Scholarship based on their performance on the high school MCAS English Language Arts, Mathematics, and Science and Technology/Engineering tests. Please forward a copy of this memorandum and enclosed materials to the appropriate principal(s) in your district.

Each qualified student should be given the letter congratulating him or her for being awarded the Adams Scholarship. This year, instead of providing a printed version of the scholarship guidelines, we have included links that will be updated during the year with the latest information about the scholarship, including which state colleges and universities accept the scholarship.

A list of students who have qualified for the Adams Scholarship is available on the MCAS Service Center website at [www.mcasservicecenter.com](http://www.mcasservicecenter.com). To access your list, select "MCAS," then "MCAS Reporting," and finally your district and high school or charter school. Electronic versions of the student letters are now available on the MCAS Service Center website. **Guidance counselors should review the list of qualified students for their school and retain a copy of the letters in case a student misplaces their copy.** If counselors note discrepancies or have questions about the eligibility criteria, they should contact Student Assessment Services at 781-338-3625 or [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu).

In early January the Department will mail the scholarship letters for any additional seniors who have qualified.



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

*Office of the Treasurer*

October 7, 2019

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

RE: Second 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 second of four installment payments of the FY20 assessment is due November 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.

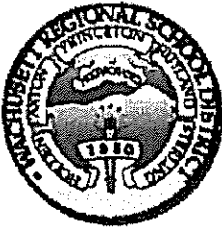
Sincerely,

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*

October 7, 2019

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

RE: Second 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 second of four installment payments of the FY20 assessment is due November 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](http://www.wrsd.net)



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

*Office of the Treasurer*

October 7, 2019

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

RE: Second 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 second of four installment payments of the FY20 assessment is due November 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](http://www.wrsd.net)

## Superintendent Goal Plan 2019-2020 -

APPROVED by WRSDC 10/7/2019

Educator—Name/Title: \_\_\_\_\_ Darryll McCall, Ed.D, Superintendent

Primary Evaluator—Name/Title: \_\_\_\_\_ WRSDC

Check all that apply    ☒ Proposed Goals    ☐ Final Goals    Date: \_\_\_\_\_ 10/07/2019

A minimum of one student learning goal and one professional practice goal are required. **Team goals must be considered** per [603 CMR 35.06\(3\)\(b\)](#). Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.

<b>Student Learning Goal</b> <i>Check whether goal is individual or team; write team name if applicable.</i>	<b>Professional Practice Goal</b> <i>Check whether goal is individual or team; write team name if applicable.</i>
<p>Individual</p> <p><input checked="" type="checkbox"/> Team: Superintendent, Deputy Superintendent, Principals</p> <p>- By June 2020, the Superintendent will establish vision for a homework philosophy and align practice to ensure a more consistent application of homework protocols across district.</p> <p><b>Rationale</b> - Developing consistent practices and protocols around homework is a longstanding need for the District and has been an issue that building level administrators have been grappling with.</p> <p><b>Alignment</b> - This goal aligns with Domains 2, 3 and 5 of the WRSD Strategic Plan and Standard 1: Instructional Leadership</p>	<p>Individual</p> <p><input checked="" type="checkbox"/> Team: Superintendent, Deputy Superintendent</p> <p>- The Superintendent, by leading professional learning experiences focused on the development of culturally proficient knowledge and skills, will ensure administrators share his vision for the Wachusett district and are consistent in their practice</p> <p><b>Rationale</b> - This goal expands the superintendent's 2018-19 goal of development of induction program for new administrators in the district, with the goal of ensuring there is consistency in values and vision across building and central office leadership, which will ultimately increase productivity of central office.</p> <p><b>Alignment</b> - This goal aligns with Domains 1 and 5 of the WRSD Strategic Plan and Standard 1: Instructional Leadership</p>

<b>District Improvement Goal</b> <i>Check whether goal is individual or team;  write team name if applicable.</i>	<b>District Improvement Goal</b> <i>Check whether goal is individual or team;  write team name if applicable.</i>
<p>Individual</p> <p>☒ Team: Superintendent, Central office administration, Town Administrators</p> <ul style="list-style-type: none"> <li>- By June 2020, the superintendent will develop a 10 year plan of action to address enrollment trends throughout the district</li> </ul> <p><b>Rationale</b> - A review of all school sites is necessary as the five towns experience either growth or declining enrollments.</p> <p><b>Alignment</b> - This goal aligns with Domains 1 and 3 of the WRSD Strategic Plan and Standard I: Instructional Leadership and Standard II: Management and Operations</p>	<p>Individual</p> <p>☒ Team: Superintendent, Central office administration, building principals</p> <ul style="list-style-type: none"> <li>- By April 2020, the superintendent will update the Bullying Prevention and Intervention Plan (BPIP), working with the administrative team, educators and the community in the process.</li> </ul> <p><b>Rationale</b> - An update of the BPIP must be conducted to provide support and training for educational purposes for staff and students.</p> <p><b>Alignment</b> - This goal aligns with Domain 5 of the WRSD Strategic Plan and Standard II: Management and Operations and Standard III: Family and Community Engagement.</p>

**S.M.A.R.T.:** **S**=Specific and Strategic; **M**=Measurable; **A**=Action Oriented; **R**=Rigorous, Realistic, and Results-Focused; **T**=Timed and Tracked



## Administrator Plan Form

APPROVED by WRSDC 10/7/2019

Administrator—Name/Title: Darryll McCall, Ed.D., Superintendent

Primary Evaluator—Name/Title: WRSDC

### Student Learning Goal

*Check whether goal is individual or team; write team name if applicable.*

Individual

x Team:

- By June 2020, the Superintendent will establish vision for a homework philosophy and align practice to ensure a more consistent application of homework protocol across district

### Student Learning Goal(s): Planned Activities

*Describe actions the educator will take to attain the student learning goal(s).  
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<ul style="list-style-type: none"><li>• Homework practices reviewed by school</li></ul>	<ul style="list-style-type: none"><li>• School administrative team</li><li>• Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>• 10/2019</li></ul>
<ul style="list-style-type: none"><li>• Meet with principals monthly during Principal Leadership Team meetings and lead discussions on homework</li></ul>	<ul style="list-style-type: none"><li>• Superintendent/District level administration</li><li>• The Homework Myth</li><li>• Various articles on homework</li></ul>	<ul style="list-style-type: none"><li>• 11/2019</li></ul>
<ul style="list-style-type: none"><li>• Homework survey developed for parents/guardians, teachers, and building level administration</li></ul>	<ul style="list-style-type: none"><li>• Superintendent/District level administration</li><li>• School administrative team</li></ul>	<ul style="list-style-type: none"><li>• 12/2019</li></ul>

<ul style="list-style-type: none"> <li>• Survey conducted with teachers and administrators</li> </ul>	<ul style="list-style-type: none"> <li>• School administrative team</li> <li>• Superintendent/District level administration</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 12/2019</li> </ul>
<ul style="list-style-type: none"> <li>• Survey conducted with parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>• School administrative team</li> <li>• Superintendent/District level administration</li> </ul>	<ul style="list-style-type: none"> <li>• 2/2020</li> </ul>
<ul style="list-style-type: none"> <li>• Survey results reviewed and data are analyzed</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent/District level administration</li> <li>• School administrative team</li> </ul>	<ul style="list-style-type: none"> <li>• 3/2020</li> </ul>
<ul style="list-style-type: none"> <li>• Protocols on homework defined and shared vision established</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent/District level administration</li> <li>• School administrative team</li> </ul>	<ul style="list-style-type: none"> <li>• 4/2020</li> </ul>

\*Additional detail may be attached if needed.

Educator—Name/Title: \_\_\_\_\_ Darryll McCall, Ed.D., Superintendent

## Administrator Plan Form

### Professional Practice Goal

*Check whether goal is individual or team; write team name if applicable.*

Individual  
X Team:

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

### Professional Practice Goal(s): Planned Activities

*Describe actions the educator will take to attain the professional practice goal(s).  
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<ul style="list-style-type: none"><li>• Meet with principals monthly during Principal Leadership Team meetings and lead discussions on cultural proficiency</li></ul>	<ul style="list-style-type: none"><li>• DESE: Strategies for Cultural Proficiency</li><li>• Project Implicit Bias/Harvard</li><li>• Unconscious Bias in Schools</li><li>• Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>• 10/2019 through 06/2020</li></ul>
<ul style="list-style-type: none"><li>• Principals take Implicit Bias survey</li></ul>	<ul style="list-style-type: none"><li>• Project Implicit Bias/Harvard</li></ul>	<ul style="list-style-type: none"><li>• 10/2019</li></ul>
<ul style="list-style-type: none"><li>• Book Study: Unconscious Bias in Schools</li></ul>	<ul style="list-style-type: none"><li>• Book: Unconscious Bias in Schools</li></ul>	<ul style="list-style-type: none"><li>• 10/2019 through 02/2020</li></ul>

<sup>1</sup> Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#).

<ul style="list-style-type: none"> <li>• Final survey to gauge understanding of consistency around cultural proficiency</li> <li>• Information shared with SC around principals implementation plans</li> </ul>	<ul style="list-style-type: none"> <li>• Survey conducted</li> <li>• Development of projected plan of next steps</li> </ul>	<ul style="list-style-type: none"> <li>• 02/2020</li> <li>• 04/2020</li> </ul>
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## Administrator Plan Form

Educator—Name/Title: Darryll McCall, Ed.D., Superintendent

Primary Evaluator—Name/Title: WRSDC

### District Improvement

*Check whether goal is individual or team; write team name if applicable.*

Individual  
x Team:

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

### District Improvement Goal: Planned Activities

*Describe actions the educator will take to attain the student learning goal(s).  
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<ul style="list-style-type: none"><li>• Review staffing needs through staffing plan</li></ul>	<ul style="list-style-type: none"><li>• Review materials</li><li>• School administrators</li><li>• Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>• 10/2019</li></ul>
<ul style="list-style-type: none"><li>• Meet with local officials to discuss learning spaces</li></ul>	<ul style="list-style-type: none"><li>• Superintendent/District level administration</li><li>• Town officials</li></ul>	<ul style="list-style-type: none"><li>• 10/2019</li></ul>
<ul style="list-style-type: none"><li>• Review NESDEC and other relevant documentation pertaining to current and projected enrollments</li></ul>	<ul style="list-style-type: none"><li>• Review materials</li><li>• Superintendent/District level administration</li><li>• Building principals</li></ul>	<ul style="list-style-type: none"><li>• 11/2019</li></ul>
<ul style="list-style-type: none"><li>• Assess building capacity by town</li></ul>	<ul style="list-style-type: none"><li>• School administrators</li></ul>	<ul style="list-style-type: none"><li>• 1/2020</li></ul>

<ul style="list-style-type: none"> <li>• Meet with local officials to discuss findings</li> <li>• Preliminary findings shared with SC</li> <li>• Plan completed and shared and presented</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent/District level administration</li> <li>• Local officials</li> <li>• Superintendent/District level administration</li> <li>• Superintendent/District level administration</li> <li>• Superintendent/District level administration</li> </ul>	<ul style="list-style-type: none"> <li>• 3/2020</li> <li>• 4/2020</li> <li>• 6/2020</li> </ul>
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\*Additional detail may be attached if needed.

## Administrator Plan Form

Educator—Name/Title: Darryll McCall, Ed.D., Superintendent

Primary Evaluator—Name/Title: WRSDC

### District Improvement

*Check whether goal is individual or team; write team name if applicable.*

Individual

x Team:

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

### District Improvement Goal: Planned Activities

*Describe actions the educator will take to attain the student learning goal(s).  
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<ul style="list-style-type: none"><li>• BPIP is reviewed</li></ul>	<ul style="list-style-type: none"><li>• Superintendent/District level administration</li><li>• School administration</li><li>• Teachers</li></ul>	<ul style="list-style-type: none"><li>• 10/2019</li></ul>
<ul style="list-style-type: none"><li>• BPIP review committee established</li></ul>	<ul style="list-style-type: none"><li>• Superintendent/District level administration</li><li>• School administration</li><li>• Teachers</li><li>• Parents/guardians</li><li>• School Committee</li><li>• Police/Fire</li></ul>	<ul style="list-style-type: none"><li>• 11/2019</li></ul>
<ul style="list-style-type: none"><li>• BPIP committee meets to review plan and make recommendations</li></ul>	<ul style="list-style-type: none"><li>• BPIP committee</li></ul>	<ul style="list-style-type: none"><li>• 11/2019 to 3/2020</li></ul>



<ul style="list-style-type: none"> <li>Updated BPIP completed and shared, including details of proposed rollout</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent/District level administration</li> </ul>	<ul style="list-style-type: none"> <li>04/2020</li> </ul>
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\*Additional detail may be attached if needed.

**This Educator Plan is “designed to provide educators with feedback for improvement, professional growth, and leadership,” is “aligned to statewide Standards and Indicators in 603 CMR 35.00 and local Performance Standards,” and “is consistent with district and school goals.”** (see [603 CMR 35.06 \(3\)\(d\)](#) and [603 CMR 35.06\(3\)\(f\).](#))

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Educator\* \_\_\_\_\_ Date \_\_\_\_\_

\* As the evaluator retains final authority over goals to be included in an educator’s plan (see [603 CMR 35.06\(3\)\(c\)](#)), the signature of the educator indicates that he or she has received the Goal Setting Form with the “Final Goal” box checked, indicating the evaluator’s approval of the goals. The educator’s signature does not necessarily denote agreement with the goals. Regardless of agreement with the final goals, signature indicates recognition that “It is the educator’s responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.” (see [603 CMR 35.06\(4\)](#))



**DRAFT # 6 10/22/2019**

Reflecting edits made at 10/21/2019 meeting of the Legal Affairs Subcommittee

## **Wachusett Regional School District Committee By-Laws**

### Article I - MEMBERSHIP

Section 1. *Name*

The District shall be called Wachusett Regional School District consisting of the Towns of Holden, Paxton, Princeton, Rutland, and Sterling.

### Article II - ORGANIZATION

Section 1. *Power and Duties*

The Wachusett Regional School District Committee hereafter referred to as the Committee shall have all the powers conferred, and all the duties imposed, by applicable Massachusetts General Laws inclusive, and any amendments thereto; and all the powers and duties conferred and imposed upon school committees by the Massachusetts General Laws and amendments thereto, the same to be exercised for and on behalf of the Wachusett Regional School District.

Section 2. *Organizational Meeting*

The Wachusett Regional School District Committee (WRSDC) shall, in accordance with Section 13 of the amended Regional Agreement, organize and elect a Chair and a Vice-Chair, and if the offices are vacant a Secretary and Treasurer. The Chair and Vice-Chair shall be members of the Committee. The Committee shall elect a Chair and Vice-Chair by paper ballot **and the individual votes of that ballot shall be read aloud upon conclusion of the vote** ~~from its membership~~ (in accordance with Chapter 71, Section 16A of the Massachusetts General Laws). The Secretary and Treasurer may or may not be members of the Committee, and if not may be reimbursed for this work. This organizational meeting shall be posted at least 14 days in advance.

Section 3. *Chair/Vice-Chair*

No member may be elected as the Chair of the Committee unless said member has served on the Committee for at least two years prior to assuming the office of the Chair. No member may be elected as the Vice-Chair of the Committee unless said member has served on the Committee for at least two years prior to assuming the office of the Vice-Chair. The offices of Chair and Vice-Chair shall be for a term of one year, and they may not succeed themselves more than three additional times.

Should the Chair be unable to complete the one-year term of office, the Vice-Chair shall assume all duties and responsibilities of the Chair to the completion of the one-year term. Should the Vice-Chair be unable to

complete the one-year term of office, for reasons including being elevated to the position of Chair, then the Committee, at its next regular meeting, shall elect a Vice-Chair.

Should the Chair and Vice-Chair vacate the positions simultaneously, the Committee, at its next regular meeting, shall elect a Chair and Vice-Chair to serve the balance of the one-year term.

#### **Section 4. Subcommittees**

~~The Chair shall appoint standing subcommittees.~~ **A standing subcommittee shall be created or dissolved by a two-thirds vote of the School Committee members present.** No member of the Committee shall be appointed to more than three standing subcommittees. The Chair may appoint additional ad-hoc subcommittees as necessary. Should a Management Subcommittee be appointed, the Chair of the Committee shall serve as the Chair of the Management Subcommittee. The Vice-Chair of the School Committee shall serve as the Vice-Chair of the Management Subcommittee. The Vice-Chair of the Committee and the Chairs of any standing subcommittees shall be appointed members of the Management Subcommittee.

~~The Chair shall appoint a Chair to each standing or ad hoc subcommittee. Each subcommittee shall elect its Vice Chair.~~ **Each subcommittee shall elect its Chair and Vice-chair at its first meeting after the Annual Organizational Meeting. The Chair of the full School Committee or designee shall conduct the subcommittee Chair elections. Subcommittee Chairs shall have served a minimum of one full year on the WRSDC.**

~~The Committee, by a majority vote of the membership, may require the establishment of a standing or ad hoc subcommittee.~~

~~No more than one half of the School Committee members may~~ **Less than 50% of the School Committee members may** participate in any discussion at a subcommittee meeting. If there are additional members present, the Chair of the subcommittee will identify the members. The others may listen but not participate in discussions, **otherwise a full School Committee meeting must be posted.**

~~Although up to one half~~ **less than 50%** of the members may participate in discussion at a Subcommittee level, only the members appointed to the Subcommittee by the Chair of the School Committee may make a motion or vote on recommendations to be made to the full Committee. Only appointed members of a standing subcommittee or ad hoc subcommittee shall attend executive sessions of that subcommittee except by invitation or in accordance with M.G.L. Chapter 39, Section 23B **Chapter 30 A.**

Section 5. ***Duties of the Chair***

The Chair shall preside at all meetings of the Committee, shall appoint members of all subcommittees **subject to approval by a majority of the School Committee members present**, shall serve as ex-officio member of all subcommittees except as otherwise directed by the Committee and shall perform such duties as required by law. The Chair shall be the official spokesperson for the Committee. The Chair of the School Committee shall be required to vote aye or nay on budgetary matters but may abstain (refrain from voting) on other matters except to break a tie.

Section 6. ***Duties of the Vice-Chair***

The Vice-Chair shall, in the absence of the Chair, exercise the powers and perform the duties of said Chair.

Section 7. ***Duties of the Secretary/Assistant Secretary***

The Superintendent shall serve as Secretary to the Committee and shall send out notices of all regular meetings and notices of all special meetings of the Committee at least **two (2) business days** ~~forty-eight hours~~ before the meeting. The Secretary shall keep the minutes of all meetings and shall be the custodian of all records. The Secretary shall also prepare such reports as may be required by the Department of Elementary and Secondary Education and shall submit an annual report to the selectmen of the member towns. The Secretary shall be the custodian of the treasurer's bond.

**Whenever possible, materials relevant to the posted meetings shall be available two (2) business days prior to the scheduled meetings.**

The Chair shall appoint an Assistant Secretary to perform the routine work ordinarily done by the Secretary. The Assistant Secretary need not be a member of the Committee and, if not, may be reimbursed for this work.

A sign-in sheet will be made available for those who wish to sign in at all meetings of the full School Committee for those who wish to become part of the public record.

Section 8. ***Duties of the Treasurer/Assistant Treasurer***

The Treasurer shall be annually appointed, **by majority vote of members present**, at the beginning of each **fiscal calendar** year. The Treasurer shall receive and take charge of all money belonging to the District, and shall pay any bill of the District which shall have been approved by the Committee.

The Committee may appoint an Assistant Treasurer who need not be a member of the Committee, and who shall, in the absence of the Treasurer, perform the duties and shall have the powers and be subject to applicable requirements and penalties. The Treasurer and Assistant Treasurer may,

by vote of the School Committee, be compensated for their services; provided, however, that if the Treasurer or Assistant Treasurer is a member of the School Committee there shall be no compensation for services. **The Treasurer and Assistant Treasurer shall be bonded in accordance with Massachusetts General Laws Chapter 41, 31 and 109 A.**

Section 9. ***Committee Records***

The Records shall be kept at the office of the Committee, which shall be at the Superintendent's office.

**Article III - MEETINGS**

Section 1. ***Regular and Special Meetings***

The School Committee shall schedule a minimum of **twelve (12) meetings a year** ~~one meeting per month.~~

The School Committee calendar shall be adopted by the Committee. Regular meetings may be rescheduled by a majority vote of the Committee in attendance.

**A quorum majority of the Committee is based upon a majority of the total elected positions as outlined in the Regional Agreement. In subcommittees, a quorum is based upon the majority of the appointed members or any subcommittee constitutes a quorum.** A conference or training program is excluded from the quorum restriction so long as members do not deliberate. The attendance of a quorum at a meeting of another public body is permitted so long as the members communicate at the open meeting and do not deliberate among themselves. Executive sessions may be held at any time by (a) **the majority by roll call vote, provided that notice of executive session has been posted in accordance with Chapter 30 A Section 20.**

Town meetings shall take precedent over regularly scheduled School Committee meetings in order to allow respective elected members to participate fully.

**Meetings shall adjourn at 10:00 PM or at the conclusion of discussion of the item before the School Committee at that time. Meetings may be extended in 30 minutes increments if approved by two-thirds (2/3) of the members present. Meetings shall not extend beyond 10:00 PM unless two-thirds of the Committee present vote to extend the meeting for thirty minutes.** Subsequent thirty-minute extensions shall be voted by two-thirds of the Committee present.

The vote to extend the meeting is not debatable.

Section 2. ***Special Meetings***

Special Meetings may be called any time by the Chair, and the Chair or Superintendent shall call a special meeting upon written request of no less than one-third of the membership made to the Chair. In the event the special meeting is being called to reconsider a motion, at least one of the members calling the special meeting must have voted on the prevailing side of the motion to be reconsidered. The motion to be reconsidered must also be identified in the request for the special meeting.

Section 3. ***Emergency Meetings***

An emergency meeting of the School Committee or any of its subcommittees may be called by the Superintendent and/or the Chair of the Wachusett Regional District School Committee for a sudden, generally unexpected occurrence or set of circumstances demanding immediate attention (M.G.L. 39:23A) **M.G.L. 30A Section 18**

Section 4. ***Vote of the Committee***

Action of the Committee shall require a majority vote of Committee members voting unless otherwise specified by law, by the School Committee's By-Laws, or by the Regional Agreement.

Section 5. ***Agenda***

The agenda will be as follows:

- I. **Public Hearing Input**
- II. Chair's Opening Remarks
- III. Student Representatives' Reports
- IV. Superintendent's Report
  - Discussion of Report
  - Recommendations
- V. Unfinished Business
- VI. Secretary's Report
- VII. Treasurer's Report/Financial Statement
- VIII. Committee Reports
  - Standing Subcommittees
  - Ad-Hoc Subcommittees
  - Building Committees
  - School Council Reports
- IX. **Public Hearing Input**
- X. New Business
- XI. Adjournment

Members of the public wishing to speak during the first **Public Hearing Input** are required to sign-in before the start of the first **Public Hearing Input**. The first **Public hearing Input** may be limited to twenty minutes.

The Chair will have discretion to limit the time of each speaker. The School Committee shall encourage the submission of written testimony.

## Article IV - PARLIMENTARY AUTHORITY

### Section 1. *Rules of Order*

Meetings shall be conducted under accepted rules of parliamentary procedure using the current edition of Robert's Rules of Order as a guide.

### Section 2. *Conducting of Business*

In order to ensure the orderly and timely conduct of business at School Committee meetings, the Wachusett Regional School District Committee agrees to authorize the Chair or his/her Designee of the Committee to observe the following guidelines:

- For any given motion, amendment to a motion, topic of discussion, or agenda item, the Chair or his/her Designee shall allow any member of the Committee two (2) opportunities to speak and each individual will be given **three (3)** ~~two (2)~~ minutes each time they speak on a motion, amendment, topic of discussion, or agenda item.
- The Chair or his/her Designee will use discretion in deciding whether or not to allow discussion to exceed **thirty (30)** ~~twenty (20)~~ minutes on any motion including amendments, other topics of discussion, or agenda items. The Chair or his/her Designee will be responsible for directing the discussions to the business at hand and will limit discussion to the relevant issues and restrict arguments, which are unnecessarily repetitive and redundant.
- The Chair or his/her Designee may extend the discussion in **one of** two ways:
  - 1.) ~~by consensus of members present, by the Chair~~ **requesting a vote of the majority of members present** or
  - 2.) by recognizing a non-debatable motion by any Committee Member to extend the discussion past the allotted **thirty (30)** ~~twenty (20)~~ minutes. The motion should include extending the discussion for a specific and appropriate amount of time. The Chair or his/her Designee will abide by the majority vote of the membership."
- Motions to be acted upon under New Business must be sent to the School Committee Chair, in writing **five days in advance**

**for placement** with rationale appended, on the next available regular School Committee agenda. Excluded from this requirement will be routine motions such as acceptance of gifts and other acknowledgements.

## Article V - FINANCIAL AFFAIRS

### Section 1. *Contracts*

The ~~Superintendent shall~~ **School Committee, annually, shall appoint the Superintendent as the Chief Procurement Officer to** award and administer contracts in accordance with applicable State and Federal laws and Committee policies.

### Section 2. *Bidding Requirements*

The Superintendent, or his/her designee, shall establish and administer Purchasing and Bidding procedures in accordance with applicable State and Federal laws and Committee policies. **M.G.L. 30 B.**

### Section 3. *Disbursement of Funds*

The Treasurer shall pay no money from the treasury, other than court judgments, bonds or notes which may become due and interest thereon, regular payrolls and emergency payments verbally approved in advance by the Chair or Vice-Chair, except upon an order or warrant in accordance with Massachusetts General Laws and Committee Policies.

### Section 4. *Financial Reporting*

The Committee shall in accordance with the provisions of Massachusetts General Laws each year submit to the Treasurer of each member town its budget for operating expenses for the ensuing fiscal year, with an explanation of same.

### Section 5. *Payment of Bills*

The Committee shall pay all bills as they become due, and no bills shall be held after the end of the fiscal year in which such bills were contracted, except by specific vote of the Committee.

### Section 6. *Annual Audit*

There shall be an annual audit of the Committee's accounts in accordance with Chapter 71 of the General Laws, Section 16E. The auditor shall report to the Committee and his/her report shall be submitted to the selectmen of the District.

## Article VI - LEGAL

### Section 1. *Selection of Counsel*

The Committee shall annually appoint legal counsel to address issues determined by the Committee.

Section 2. ***Policies***

The Committee may make policies not inconsistent with law, with the Agreement, and with these By-Laws for the operation and maintenance of the school district.

## Article VII - BY-LAW REVISIONS

Section 1. ***Amendments***

These By-Laws may be amended by a vote of the majority of the **full** Committee at any regular or special meeting, provided the text of such amendment has been given to each member at least 14 days in advance. The text of such amendment may be amended without further notice, until such amendment has been acted upon by the Committee.

Section 2. ***Repeal***

The repeal of a By-Law shall not thereby have the effect of reviving any By-Law heretofore repealed.

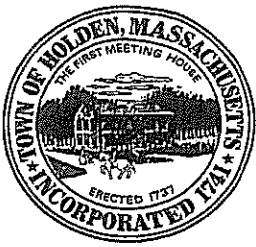
Section 3. ***Validity***

If any Article or Section of any Articles of these By-Laws is declared unconstitutional or illegal by any court, or is disapproved by any state authority having jurisdiction, the validity of the remaining provisions of these By-Laws shall not be affected thereby.

At a meeting of the Wachusett Regional School Committee held on December 18, 1950, at the Town Hall in Holden, it was voted that the above By-Laws pertaining to Wachusett Regional School Committee be and are hereby accepted. Revised March 9, 1953, April 9, 1956, April 8, 1957, September 10, 1962, October 10, 1966, May 11, 1970 (includes votes of October 10, 1966, March 25, 1968, and April 13, 1970), July 12, 1971 (includes votes of April 12, 1971, April 26, 1971, and June 14, 1971), November 22, 1976, March 28, 1977, October 14, 1980, October 27, 1980, June 26, 1995, July 11, 1995, September 25, 1995, June 10, 1996, April 14, 1997, May 6, 1998, April 26, 1999, May 16, 2001, June 11, 2001, October 9, 2001, February 11, 2002, June 10, 2002, July 8, 2002, January 27, 2003, April 28, 2003, January 10, 2005, March 14, 2005, January 16, 2008, April 28, 2008, October 13, 2009, November 10, 2009, April 12, 2010, August 12, 2013, August 11, 2014, December 15, 2014, \_\_\_\_\_



[illegible]



Dale T. Hickey  
TOWN CLERK

TOWN OF HOLDEN  
MASSACHUSETTS  
OFFICE OF THE TOWN CLERK

Attachment 9  
November 1, 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](http://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

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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**

**MINUTES**

Management Subcommittee

Tuesday, September 3, 2019  
7:00 PM

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

In Attendance: Kenneth Mills, Chair, Scott Brown, Michael Dennis, Robert Imber,  
Adam Young

Absent: Christina Smith, Vice-chair, Matthew Lavoie

Administration: Darryll McCall, Superintendent of Schools

Others: Heidi Lahey, WREA  
Lauren Salmon-Garrett

I. Call to Order

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

II. Public Hearing

Heidi Lahey reported on tallied responses from a survey conducted at 2019 Holden Days. She reported the number one issue brought to light by the survey is class size. Ms. Lahey will provide a full report on the survey results at a future meeting of the full School Committee.

III. Motion: To approve the minutes of the June 18, 2019 meeting.

(R. Imber)  
(S. Brown)

The minutes were approved by consensus, with Members Dennis and Young abstaining.

Motion: To approve the minutes of the June 25, 2019 meeting.

(R. Imber)  
(M. Dennis)

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

Motion: To approve the minutes of the June 25, 2019 executive session, not to be released.

(R. Imber)  
(M. Dennis)

Roll call vote:

In favor:

Kenneth Mills  
Scott Brown  
Michael Dennis  
Adam Young

Opposed:

None

Abstained:

Robert Imber

The minutes were approved 4-0-1.

With no objection by those present, the agenda was altered and Agenda Item VII was next addressed.

#### IV. Advocacy Updates

Ms. Salmon-Garrett reported on a meeting next week with state-wide *Support Massachusetts Regional Schools* group. She gave a description of this group's mission and charge.

There was brief discussion about the 1.5 mile transportation limit and how this impacts rural districts without sidewalks on all streets and roads.

#### V. Subcommittee Reports

Business/Finance Subcommittee Chair Dennis reported this subcommittee will meet on Monday, September 16, 2019, and he also reported Business/Finance Members Gustafson and Long-Bellil are in the process of scheduling a Financial Oversight/School Finance training, to be conducted by MASC representative Tracy Novick, on Monday, October 21, 2019, exact time and location TBD.

Legal Affairs Subcommittee Chair Brown reported this subcommittee will meet on Tuesday, September 10, 2019. He reported the subcommittee will continue reviewing and amending the WRSDC By-Laws.

Education Subcommittee Chair Imber reported this subcommittee will meet on September 9 and September 16, 2019. He reported this subcommittee is

reviewing District Indicators related to A.P. and Honors classes, MCAS, and student success in college.

In Superintendent Goals and Evaluation Subcommittee Chair Lavoie's absence, Chair Mills reported this subcommittee will meet on September 16, 2019.

Facilities and Security Subcommittee Chair Young reported this subcommittee will meet on September 9, 2019. Upon request, Mountview Middle School Issues will be added to the agenda of the September 9<sup>th</sup> meeting.

VI. Superintendent's Contract Discussions

Chair Mills reminded those present there will be a special meeting of the full School Committee on Monday, September 9, 2019, with the lone agenda item to be an Executive Session to conduct strategy session in preparation for negotiations with non-union personnel (Darryll McCall, Superintendent of Schools), not to return to public session.

VII. Update on Staffing Plan and Holden Pupil Population Task Force

Superintendent McCall reported a Special Education staffing plan is being developed and will be incorporated with the regular education staffing plan to create a single staffing plan that should be ready for review at the next Management Subcommittee meeting.

Superintendent McCall will reach out to Holden Town Manager Peter Lukes to review data compiled from recent population study.

VIII. Advocacy Updates

Earlier on the agenda.

IX. Schedule for 2019-2020 Presentations at School Committee Meetings

Members were provided with a draft schedule of presentations to be made at upcoming School Committee meetings. Chair Mills and Superintendent McCall confirmed the presentations scheduled for the September 16<sup>th</sup> and the October 7<sup>th</sup> meetings (MASC presentation on Roles and Responsibilities of School Committee Members and an address to the School Committee by WRSD School Nurses). Some discussion took place about priorities and the schedule.

X. Diversity Issues in District

There was discussion about the need for training on diversity awareness and bias awareness.

XI. Celebrating Academic Excellence (in addition to recognition of athletic achievements)

All agreed those invited to present at School Committee meetings should be expanded and might include students in musical and instrumental classes and co-curricular programs.

XII. Old Business

- Policy 4713.1 *Audit Advisory Board*

Deferred

- Draft Policy 5263.2 *Policy Relating to Personnel Management Stipend Positions*

Deferred

- Amended Policy 3510 *Policy Relating to Education Class Size*

Deferred

- Amended Policy 1410 *Policy Relating to School Committee Operation New Member Orientation*

Deferred

- District Indicators//Discussion of types of reports, including Special Education, pertaining to District operations and services that should be brought to the School Committee for review and discussion.

Deferred

- Posting of Subcommittee Minutes

Deferred

XIII. New Business

Agenda items for the next meeting of the Management Subcommittee will include the Staffing Plan, District Indicators, and Diversity.

XIV. Adjournment

Motion: To adjourn.

(R. Imber)  
(M. Dennis)

Vote:

*In favor:*

Kenneth Mills

Scott Brown

Michael Dennis

Robert Imber

Adam Young

*Opposed:*

None

The motion passed unanimously.

The subcommittee adjourned at 8:50 PM.

Respectfully submitted,

Adam Young, Member  
Management Subcommittee

AY:rlp

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

Monday, September 9, 2019

6:00 PM

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

Minutes

In Attendance: Adam Young, Chair, Linda Woodland, Vice-chair, Stephen Godbout

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

Others: Maleah Gustafson, WRSDC (6:03 PM)  
Honghoa Le, MASCO Student

I. Call to Order

Subcommittee Chair Young called the meeting to order at 6:02 PM.

II. Minutes of July 9, 2019 Meeting

Motion: To approve the minutes of the July 9, 2019 meeting of the Facilities and Security Subcommittee.

(L. Woodland)  
(A. Young)

The minutes were approved by consensus.

III. School Safety

Safer Schools and Communities – Equipment and Technology Grant

The District will be reimbursed the \$43,846. grant dollars once the state receives from the District confirmation of installation of cameras being completed and the contents for the 800 GoBuckets have been received.

- Installation of Security Cameras at Schools

The security cameras were installed before the start of the school year. I. T. staff will be visiting each school to train principals and school secretaries on the use of the cameras.

Superintendent McCall reported the town of Rutland is looking to add interior cameras at the three Rutland schools, based on an outside vendor's assessment. He has been told the town may possibly fund this project using Free Cash.

- Contents of Go Buckets

Materials have been ordered and shipment is expected shortly, at WRHS for distribution across the District.

- Timeline of Security Events with the Towns

Superintendent McCall reported on status of principals meeting with local police, as well as reporting on planned steps for implementation of ALICE moving forward. He also mentioned that all staff will be required to do the online ALICE training on an annual basis.

#### IV. Cybersecurity

Member Gustafson's notes from a workshop at the November 2018 MASC/MASS Joint Conference were reviewed.

Questions were asked about the backing up of the District's server and the timing of switch off, and about how long information can be accessed and if it is possible to access information piecemeal. Superintendent McCall will speak with the Supervisor of Information Services for details and will report back to the subcommittee.

Questions were asked about information in Munis, health information (SNAP (student health information maintained in school nurses' office), eSPED (Special Education records), etc. Should an expert in cybersecurity be contacted/contracted to do an assessment of the District's technology systems?

#### V. Road Between Naquag and CTMS

Superintendent McCall reported Rutland Town Administrator Michael Nicholson raised this topic at the last District Administration/Town Administrator meeting. Superintendent McCall explained the town of Rutland is looking into state funds to maintain the road between the two schools, but before moving forward with that the road needs to be deemed a public road (currently it is a private road running

between the two schools). Superintendent McCall explained the Lease Agreement with the Town of Rutland would need to be modified. Superintendent McCall will follow-up with District Counsel and the Rutland Town Administrator.

VI. Mountview Middle School – Status of Facility Issues

Superintendent McCall reported on the conditions of the fields at Mountview Middle School and that the District has been in contact with the Holden DPW. He also reported on the HVAC/Dehumidification system problems that are ongoing in the building.

VII. Implementation of ALICE District-wide

Superintendent McCall again noted that all employees will be required to complete the ALICE on-line training, which expires annually. He reported the need for additional licenses for this online training, at a cost of approximately \$500. The Superintendent's monthly meeting with police and fire officials is scheduled for September 27, 2019 and implementation of ALICE (staff training, community outreach, lockdown drill/trial) will be on the agenda. Comment was made of the importance of school volunteers knowing safety protocols.

VIII. Capital Projects

Director Deedy will be scheduling meetings with principals to determine projects that should be addressed at each school, projected costs of \$35,000 or less, particularly looking at projects that might be significant in cost (i.e. the telephone system at Dawson which needed to be replaced this summer). He hopes to have a draft proposal in October.

IX. Update on DEP Issue at Wachusett Regional High School

Director Deedy reported this issue has been addressed and the matter is now closed.

X. Turf Field

- Update on Field

Superintendent McCall and Director Deedy reported on some issues with the painting of the lines on the newly installed turf field, which needed to be addressed before the project is completed. There is a walk through with the vendor (Field Turf) scheduled for September 10, 2019, after which it is hoped the project can be signed off and accepted.

Due to the delayed completion of this project, the District is pursuing damages from Field Turf for the problems and delays encountered.



- Revolving Account – Field Use

Creation of a Revolving Account needs full School Committee approval. Director Deedy explained having a Revolving Account for the field is a way to save money for field maintenance, with funds being carried over directly from school use fees.

Director Deedy reported the Maintenance Plan is in place.

XI. SOLECT Solar Project at Rutland Schools – update

Installation at Central Tree Middle School would be Phase 3. Director Deedy reported the roof on the school needs to be examined and it needs to be determined if the roof can be repaired or if it needs to be replaced. If a new roof is needed before the installation of solar (approximate cost \$200,000), not much savings would be realized by installation of solar on that building. The subcommittee will be kept apprised of the status of this project.

Director Deedy will inquiry of National Grid about solar at Naquag and Glenwood, if the programs have been turned on and solar power being tapped into.

XII. Facility Concerns/Issues

It was reported that more and more students are needing classrooms/meeting places at schools to be air conditioned, resulting in larger air conditioners being installed in school offices and program rooms/classrooms, at an increased costs.

Director Deedy briefly reported on the Sterling schools hot water tank procurement issues, explaining the District continues to pay for repairs while this replacement/repair is being determined.

XIII. Next Meeting

The subcommittee will meet next on Monday, October 7, 2019, at 6:00 PM, in the Media Center at WRHS.

XIV. New Business/Other Business

Student security at polling locations will be added to the agenda for the next meeting.

XV. 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.

XVI. Adjournment

Motion: To adjourn.

(S. Godbout)  
(L. Woodland)

The motion passed unanimously.

The meeting adjourned at 7:28 PM.

Respectfully submitted,

Linda Woodland, Vice-chair  
Facilities and Security Subcommittee  
LW:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT

**HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING**

LEGAL AFFAIRS SUBCOMMITTEE

Tuesday, September 10, 2019  
6:00 PM

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

Minutes

Subcommittee Members: Scott Brown, Chair, Robert Imber, Amy Michalowski

Absent: Matthew Lavoie, Vice-chair

Administration: Jeff Carlson, Director of Human Resources

I. Call to Order

Subcommittee Chair Brown called the meeting to order at 6:25 PM.

II. Approval of Minutes

Motion: To approve the minutes of the August 5, 2019 meeting of the Legal Affairs Subcommittee.

(R. Imber)  
(A. Michalowski)

The minutes were approved by consensus.

With no objections from members, the agenda was altered, discussing IV. Negotiation Schedule in advance of review of the By-Laws.

III. Negotiation Schedule

Director Carlson reported the District has been contacted by the Wachusett Administrators Association and the paraprofessional bargaining unit, requesting contract negotiations be opened. To date, the District has not received notification from the ABA PA bargaining unit about opening contract negotiations.

Those present indicated their preference of which bargaining unit(s) they would be interested in sitting at the table at negotiations. Note was made the negotiations with the WAA are to begin by November 1, 2019, per agreement.

Wachusett Administrators Association: Robert Imber

Teamsters Union Local 170 (paraprofessionals): Scott Brown

SEIU Local 888 - ABA Program Assistants: Matthew Lavoie/Amy Michalowski

Members requested that District administration present priorities for negotiations. Members discussed presenting goals/progress of negotiations to the full School Committee in Executive Session. Director Carlson will email principals to request their feedback/input of what the principals might want to come about from upcoming contract negotiations. Subcommittee members expect District administration to report on progress for negotiations at the next subcommittee meeting, scheduled for Monday, October 21, 2019.

IV. Continued Review of WRSDC By-Laws

Members were provided with the WRSDC By-Laws (Draft #4) reflecting amendments the subcommittee and Attorney Stonberg have suggested to date, including edits made at the April 2, 2019 meeting of this subcommittee. Member Michalowski received a model policy from MASC Field Executive Tracy Novick, and she spoke about how this model aligns with Massachusetts General Laws. The Nashoba School District policy was shared with members. There was a wide-range discussion about whether the subcommittee should revamp the entire WRSDC By-Laws, modeled after the MASC model. Members reviewed Draft #4 and made additional edits to the document. Member Michalowski spoke about the evolution of law for School Committee By-Laws. Member Imber had questions around the Organizational Meeting.

Motion: To recommend approval of edited Draft #4 of the WRSDC By-Laws by the full School Committee, after review by Legal Counsel.

(A. Michalowski)  
(S. Brown)

Vote:

*In favor:*

Scott Brown  
Robert Imber  
Amy Michalowski

*Opposed:*

None

The motion was unanimously approved.

V. Next meeting

Monday, October 21, 2019, 6:00 PM in the Superintendent's Conference Room.

VI. Adjournment

Motion: To adjourn

(A. Michalowski)  
(S. Brown)

Vote:

*In favor:*

Scott Brown  
Robert Imber  
Amy Michalowski

*Opposed:*

None

The motion was unanimously approved.

The meeting adjourned at 8:07 PM.

Respectfully submitted,

Jeff Carlson  
Director of Human Resources  
JC:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT

**HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING**

EDUCATION SUBCOMMITTEE

Monday, September 16, 2019  
6:00 PM

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

Minutes

In Attendance: Robert Imber, Chair, Melissa Ayala, Sherrie Haber Asima Silva  
Absent: Christina Smith, Vice-chair, Laura Kirshenbaum, Linda Long-Bellil,  
Administration: Robert Berlo, Deputy Superintendent  
William Beando, Principal, WRHS  
Lauren Clark, Director of School Counseling, WRHS  
Others: Megan Keller, WREA

I. Call to Order

Subcommittee Chair Imber called the meeting to order at 6:24 PM.

II. Minutes of September 9, 2019 Meeting

Note was made that the start time on the draft minutes was incorrect.

Motion: To approve the minutes, as corrected, of the September 9, 2019 meeting of the Education Subcommittee.

(S. Haber)  
(M. Ayala)

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

III. Honors, Advanced Placement, and Dual Enrollment in WRSD – Review with WRHS Principal Beando and Director of School Counseling Clark

With no objection from members, the order of the agenda was modified, to discuss Accuplacer while WRHS Principal Beando and Director School Counseling Clark were in attendance at the meeting.

1. With Accuplacer being phased out, what other measures of student success should we be looking at?

Principal Beando and Ms. Clark discussed using Naviance Alumni-tracker to track student success at college. They also talked about high school data and how this data is used to identify at-risk students, provide remedial math classes using college-level remedial math curriculum beginning with junior year, as well as the use of IXL remedial math software to support students. Subcommittee Chair Imber asked that district administration reach out to various colleges to get Accuplacer data from the colleges.

2. How successful are our students at college after graduation?

Deferred

3. How are we preparing our current students for success in their future? Do we teach resume writing? Are there “college preparedness” classes?

Deferred

4. What percentage of our 8<sup>th</sup> graders are going to:

- |                      |                      |
|----------------------|----------------------|
| a. Bay Path          | 18 students or 3%    |
| b. Montachusett Tech | 34 students or 5.7%  |
| c. Private school(s) | 47 students or 7.8%  |
| d. Other             | 16 students or 2.7 % |

Deferred

5. How is the decision made about which students enter Honors?

Deferred

6. What role does 7<sup>th</sup> grade MCAS scores play in entry into Honors?

Deferred

7. Do we survey students about high school experiences after graduation? Do we solicit feedback from post graduates after 1, 5, 10 years?

Deferred

8. What percentage of CP, CP-A, and Honors students attend college?

Deferred

9. Is it true that CP-A students are not provided with lab experiences similar to Honors students in science?

Deferred

IV. Staffing Plan Update

Deferred

V. Policies Relating to Student Wellness

- Policy 6433 Policy Relating to Pupil Services Substance Abuse

Deferred

- Policy 3313.3 Policy Relating to Education Aids and Sexually Transmitted Diseases

Deferred

- Policy 6610 Policy Relating to Pupil Services Health

Deferred

VI. Amended Policy 6434 Policy Relating to Pupil Services Sexual Harassment

Deferred

VII. Elimination of Class Rank – impact of this decision

Principal Beando, Ms. Clark, and Deputy Superintendent Berlo shared graduation numbers and college acceptance data that showed that the decision to eliminate class rank has not adversely impacted students.

VIII. Review of Existing Policies (Series 3000 and Series 6000) to Determine Priorities

Deferred

IX. Update on Home Assignments

Deferred

X. Old Business

There was no old business brought before the subcommittee.

XI. New Business

There was no new business brought before the subcommittee.

XII. Adjournment

Motion: To adjourn.

(A. Silva)  
(S. Haber)



Vote:

*In favor:*

Robert Imber  
Melissa Ayala  
Sherrie Haber  
Asima Silva

*Opposed:*

None

The motion passed unanimously.

The subcommittee will meet next at 6:00 PM Monday, October 7, 2019.

The meeting adjourned at 7:00 PM.

Respectfully submitted,

Robert Berlo  
Deputy Superintendent  
RB:rlp

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

**MINUTES**

Management Subcommittee

Monday, October 7, 2019  
6:35 PM

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

In Attendance: Kenneth Mills, Chair, Christina Smith, Vice-chair, Scott Brown,  
Robert Imber, Adam Young

Absent: Michael Dennis, Matthew Lavoie

Administration: Darryll McCall, Superintendent of Schools

I. Call to Order

Chair Mills called the meeting to order at 6:39 PM.

II. Motion: To approve the minutes of the September 3, 2019 meeting.  
(A. Young)  
(S. Brown)

• The minutes were approved by consensus, with Vice-chair Smith abstaining.

III. Appointment of Superintendent Negotiating Subcommittee

Chair Mills reported on interest expressed by members of the full School Committee to serve on this negotiating subcommittee. Following discussion, the membership of the Ad Hoc Subcommittee to Negotiate the Superintendent's Contract was named:

Kenneth Mills, Chair  
Scott Brown  
Michael Dennis  
Matthew Lavoie  
Megan Weeks

The first meeting of this ad hoc subcommittee will be held at 6:00 PM on Monday, October 28, 2019, immediately before the 7:00 PM meeting of the Management Subcommittee on October 28<sup>th</sup>.

IV. Next Meeting

Members were reminded that the Management Subcommittee will meet next on Monday, October 28, 2019 at 7:00 PM in the Superintendent's Conference Room.

V. Adjournment

Motion: To adjourn.

(A. Young)  
(S. Brown)

Vote: .

*In favor:*

Kenneth Mills  
Christina Smith  
Scott Brown  
Robert Imber  
Adam Young

*Opposed:*

None

The motion passed unanimously.

The subcommittee adjourned at 6:57 PM.

Respectfully submitted,

Scott Brown, Member  
Management Subcommittee

SB:rlp

*WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE*  
*Kenneth Mills, Chair*  
*1745 Main Street*  
*Jefferson, MA 01522*

October 8, 2019

TO: Sandra Berquist, Davis Hill Elementary School  
Laurie Coe, Mayo Elementary School  
Louisa Corazzini, WRHS  
Luong Duong, WRHS  
Meredith Hartleb, Early Childhood Center  
Bertha Josiah-Ogbomo, Houghton Elementary School  
Lisa Lamoureux, Chocksett Middle School  
Christine Lawton, Glenwood Elementary School  
Carol Strait, Naquag Elementary School

Please accept my thanks on behalf of the School Committee for your attendance at last evening's meeting and for addressing the Committee to educate us on the many roles and responsibilities of our school nurses. As a parent and a resident, it is extremely comforting to know that students (and staff) in our thirteen schools are being monitored, cared for, and watched over by such a dedicated and devoted staff of school nurses.

We wish you all a very successful school year, and we thank you very much for the services you provide.

Sincerely yours,



Kenneth Mills, Chair  
Wachusett Regional School District Committee

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

KM:rlp

*WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE*  
*Kenneth Mills, Chair*  
*1745 Main Street*  
*Jefferson, MA 01522*

October 8, 2019

Mrs. Heidi Lahey  
166 Bullard Street  
Holden, MA 01520

Dear Heidi:

Please accept my thanks on behalf of the School Committee for your attendance at last evening's meeting and for speaking in support of our school nurses. It is always good to know that members of our school communities recognize the qualities of those they work with and are appreciative of each other's strengths and importance.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Kenneth Mills', with a stylized, cursive script.

Kenneth Mills, Chair  
Wachusett Regional School District Committee

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

KM:rlp

*WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE*  
*Kenneth Mills, Chair*  
*1745 Main Street*  
*Jefferson, MA 01522*

October 8, 2019

Mr. Jason Firmin  
104 Bullard Street  
Holden, MA 01520

Dear Mr. Firmin:

Please accept my thanks on behalf of the School Committee for your attendance at last evening's meeting and for raising your questions about school enrollment numbers, class sizes, and the District's plan to address new development in the town of Holden. Having residents attend our meetings to bring forward their questions and comments is always welcomed.

Sincerely yours,

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

Kenneth Mills, Chair  
Wachusett Regional School District Committee

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

KM:rlp

*WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE*

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

October 22, 2019

Ms. Tracy Novick  
Field Director  
Massachusetts Association of School Committees  
One McKinley Square  
Boston, MA 02109

Dear Tracy:

On behalf of the WRSDC, please accept my thanks for again traveling to Holden to provide training on *Financial Oversight/School Finance* and for sharing your knowledge about this important and often confusing topic. Your services and all that MASC provides to our School Committee and the District are invaluable and we appreciate the support.

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: October 8, 2019

Subject: Treasurer's Update – August 2019

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

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

<u>Date</u>	<u>Description</u>	<u>Amount</u>
8/9	Payroll Warrant	\$ 1,576,031.90
8/9	Payroll Warrant	1,884.97
8/19	Warrant # 04	2,939,523.65
8/23	Payroll Warrant	578.06
8/23	Payroll Warrant	1,893,278.57
8/23	Warrant # 05	12,004.57

Note: Warrant #02 was to void and replace checks.

Our excess general funds are currently earning the following rates:

MMDT	2.43%
Berkshire Bank	0.50%



**CASH RECONCILIATION OF CASHBOOK TO GENERAL LEDGER**  
**August 31, 2019**

Bank	Account #	Fund	Description	Cashbook 8/31/2019
<b>CHECKING</b>				
Eastern Bank	-7310	001	Payables reconciliation-clearing	375,462.05
Berkshire Bank	-4534	001	Depository Account	400,316.10
Eastern Bank	-0264	001	Payroll Reconciliation	94.28
Fidelity Bank	-1451	050	checking - Paxton	2,517.20
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	2,518.41
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
<b>TOTAL CHECKING</b>				<b>799,669.44</b>
<b>MONEY MARKET</b>				
Berkshire Bank	-2960	022	Cafeteria revolving - Sterling	3,820.98
Leominster Credit Union	-1029	050	WRHS Student Activity Revolving	224,484.44
Berkshire Bank	-3002	023	Middle School Athletic Revolving	60,859.26
TID Banknorth, NA	-1032	001	General Fund	26,766.53
Eastern Bank	-0363	001	General Fund	2,534,464.60
Eastern Bank Debit Card	-6672	001	General Fund	350.16
Eastern Bank Tuition	-7357	001	General Fund	19,118.41
Enterprise Bank	-3225	001	General Fund	39,799.31
Avidia Bank	-8701	001	General Fund	33,228.99
MMIJT	-4707	001	Money Market	9,187,740.60
<b>TOTAL MONEY MARKET</b>				<b>12,130,633.28</b>
<b>SAVINGS</b>				
Cornerstone Bank	-0132	022	Cafeteria revolving - Naquag	2,759.68
Cornerstone Bank	-0140	022	Cafeteria revolving - CTMS	2,432.14
Cornerstone Bank	-1230	022	Cafeteria revolving - Glenwood	5,436.72
Cornerstone Bank	-3092	022	Student Activity - CTMS	11,729.58
Cornerstone Bank	-9535	022	Student Activity - Glenwood	7,060.29
Cornerstone Bank	-3117	022	Student Activity - Naquag	7,563.40
Fidelity Bank	-1908	022	Cafeteria revolving - Princeton	1,216.53
Fidelity Bank	-6479	023	Cafeteria revolving - Paxton	3,208.05
Berkshire Bank	-4569	022	Cafeteria revolving - Dawson	1,734.92
Berkshire Bank	-2944	022	Cafeteria revolving - Davis Hill	2,022.72
Berkshire Bank	-4550	022	Cafeteria revolving - Mayo	1,707.74
Berkshire Bank	-2952	022	Cafeteria revolving - Mountview	7,753.17
Berkshire Bank	-4542	022	Cafeteria revolving - WRHS	137,201.37
Berkshire Bank	-2979	029	Adult Education	72.11
Fidelity Bank	-0736	050	Student Activity Depository	26,829.23
Leominster Credit Union	-6025	050	Student Activity Revolving	113,967.78
Berkshire Bank	-2987	023	Athletic revolving	41,404.39
Berkshire Bank	-2995	023	Athletic transportation	3,917.66
<b>TOTAL SAVINGS</b>				<b>378,017.48</b>
<b>CDs (Investments)</b>				
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	Hewson	12,623.38
Leominster Credit Union		60	Lionett	8,142.58
Leominster Credit Union		60	Ljungberg	2,186.58
Leominster Credit Union		60	Naroian	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
<b>TOTAL CDs</b>				<b>201,705.20</b>
<b>OPEB</b>				
Bartholomew and Company	-3593	70	OPEB	10,524.20
<b>TOTAL OPEB</b>				<b>10,524.20</b>
<b>TOTAL</b>				<b>13,520,549.60</b>
HIG Homestead paid in July not on warrant				49.98
Adjusted Cashbook				13,520,599.58
General Ledger				13,520,599.58
Variance				0.00
General Fund Total				12,617,341.03

To: Wachusett Regional School District Finance Committee

From: James J. Dunbar, Treasurer

Date: October 30, 2019

Subject: Treasurer's Update – September 2019

---

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

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

<u>Date</u>	<u>Description</u>	<u>Amount</u>
9/6	Payroll Warrant	\$ 2,145,637.61
9/6	Payroll Warrant	(747.17)
9/9	Warrant # 07	992,940.89
9/16	Warrant # 08	2,102,667.80
9/20	Payroll Warrant	2,623,764.63
9/20	Payroll Warrant	456.53

Our excess general funds are currently earning the following rates:

MMDT	2.31%
Berkshire Bank	0.50%

# CASH RECONCILIATION OF CASHBOOK TO GENERAL LEDGER

September 30, 2019

Bank	Account #	Fund	Description	Cashbook 9/30/2019
<b>CHECKING</b>				
Eastern Bank	-7310	001	Payables reconciliation-clearing	375,400.67
Berkshire Bank	-4534	001	Depository Account	592,604.51
Eastern Bank	-0264	001	Payroll Reconciliation	936.27
Fidelity Bank	-1451	050	checking - Paxton	2,517.43
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	2,518.60
Leominster Credit Union	-8858	050	checking - Davis Hill	2,500.00
Cornerstone Bank	-9526	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
<b>TOTAL CHECKING</b>				<b>992,738.88</b>
<b>MONEY MARKET</b>				
Berkshire Bank	-2960	022	Cafeteria revolving - Sterling	7,089.26
Leominster Credit Union	-1029	050	WRHS Student Activity Revolving	266,011.38
Berkshire Bank	-3002	023	Middle School Athletic Revolving	88,969.40
TID Banknorth, NA	-1032	001	General Fund	26,766.53
Eastern Bank	-0363	001	General Fund	2,365,819.38
Eastern Bank Debit Card	-6672	001	General Fund	325.28
Eastern Bank Tuition	-7357	001	General Fund	21,385.91
Enterprise Bank	-3225	001	General Fund	39,805.85
Avidia Bank	-8701	001	General Fund	33,258.32
MMMT	-4707	001	Money Market	4,099,811.69
<b>TOTAL MONEY MARKET</b>				<b>6,949,243.00</b>
<b>SAVINGS</b>				
Cornerstone Bank	-0132	022	Cafeteria revolving - Naquag	3,845.09
Cornerstone Bank	-0140	022	Cafeteria revolving - CTMS	3,960.75
Cornerstone Bank	-1230	022	Cafeteria revolving - Glenwood	7,407.41
Cornerstone Bank	-3092	022	Student Activity - CTMS	11,568.50
Cornerstone Bank	-9535	022	Student Activity - Glenwood	7,921.25
Cornerstone Bank	-3117	022	Student Activity - Naquag	5,354.17
Fidelity Bank	-1908	022	Cafeteria revolving - Princeton	2,865.96
Fidelity Bank	-6479	022	Cafeteria revolving - Paxton	5,702.62
Berkshire Bank	-4569	022	Cafeteria revolving - Dawson	3,989.94
Berkshire Bank	-2944	022	Cafeteria revolving - Davis Hill	4,686.82
Berkshire Bank	-4550	022	Cafeteria revolving - Mayo	3,237.89
Berkshire Bank	-2952	022	Cafeteria revolving - Mountview	11,514.03
Berkshire Bank	-4542	022	Cafeteria revolving - WRHS	292,799.82
Berkshire Bank	-2979	029	Adult Education	72.14
Fidelity Bank	-0736	050	Student Activity Depository	38,665.91
Leominster Credit Union	-6025	050	Student Activity Revolving	128,145.80
Berkshire Bank	-2987	023	Athletic revolving	41,421.40
Berkshire Bank	-2995	023	Athletic transportation	52,449.00
<b>TOTAL SAVINGS</b>				<b>625,608.50</b>
<b>CDs (Investments)</b>				
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	Hewson	12,623.38
Leominster Credit Union		60	Lionett	8,142.58
Leominster Credit Union		60	Ljungberg	2,186.58
Leominster Credit Union		60	Narciso	10,904.22
Leominster Credit Union		60	Shallale	4,740.54
Leominster Credit Union		60	Tarkainen	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
<b>TOTAL CDs</b>				<b>201,705.20</b>
<b>OPEB</b>				
Bartholomew and Company	-3593	70	OPEB	10,532.17
<b>TOTAL OPEB</b>				<b>10,532.17</b>
<b>TOTAL</b>				<b>8,779,827.75</b>
ACH Return to be wired				(50.00)
V2005A (crossed months)				252.44
Adjusted Cashbook				8,780,030.19
General Ledger				8,780,030.19
Variance				0.00
General Fund Total				7,556,114.41