

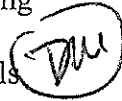
Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

January 18, 2018

To: *Wachusett Regional School District Committee*

Kenneth Mills, Chair	Linda Long-Bellil
Christina Smith, Vice-chair	Lauren Maldonado
Scott Brown	Amy Michalowski
Thomas Curran	Benjamin Mitchel
Michael Dennis	Jon Edward Novak
Harriet Fradellos	Michael Rivers
Stephen Godbout	Asima Silva
Susan Hitchcock	Robin Van Liew
Robert Imber	Megan Weeks
Sarah LaMountain	Charles Witkes
Matthew Lavoie	Adam Young

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

SUBJECT: Superintendent's Report

It is with sadness I learned of the passing this week of former WRSDC member and Holden resident Bob Carter. Bob served on the School Committee from January 2005 until May 2011, and he was always a very strong supporter of the Wachusett District. Though I was not Superintendent during Bob's tenure, it would be hard to forget his presence around the table at School Committee meetings and the passion he had for all aspects of education - the teaching, the learning, and the management. Rest in peace, Mr. Carter.

Posting

Attached is the updated posting of School Committee, subcommittee, and SEPAC meetings for January, February, and March (attachment 1). Please remember next week's meeting will be held on TUESDAY, January 23rd, due to the National Honor Society induction ceremony that will be held at the high school the evening of Monday, January 22nd.

At the conclusion of our meeting on Tuesday, the Committee will adjourn to executive session for an update on contract negotiations. Municipal Representative Sheila Dibb has been invited to attend the executive session (attachment 2).

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Student Achievements

Though 2018 has just begun, there are several outstanding and impressive events that have taken place in the first few weeks of this calendar year.

Monday evening, January 22nd, 178 WRHS students will be inducted into the National Honor Society. This year's inductees are comprised of 6 seniors and 172 high school juniors, who will be joining the 96 current members of the Wachusett Regional School District National Honor Society. Monday evening's ceremony, which will begin at 7:00 PM and will be held at the high school, is a time for these hard working and committed students to be recognized for their achievements.

On Tuesday, January 9th, I had the honor and privilege of attending the Worcester County Superintendents' Association Annual Scholars Luncheon, held at in the Tsotsis Family Academic Center at Assumption College in Worcester. WRHS Principal Beando and I accompanied high school seniors Evan Mizerak of Holden and Dylan Moore of Holden as they were recognized and congratulated for their hard work and accomplishments, along with 70 other student scholars from around Central Massachusetts. This is the fifth Scholars Luncheon I have attended and each year I walk away so impressed and amazed by the young adults who have earned this recognition. I wish Evan and Dylan a great final semester as Wachusett students and the best of luck as they both attend Brown University next year (attachment 3).

Special Olympics

The WRSD Winter Special Olympics 2018 will take place Thursday, March 15th, at Wachusett Regional High School (attachment 4). This annual event, now in its fifth year, is a great experience and I encourage your attendance if you are able. I credit all involved with the organization of this event, but mostly I am proud of our participating student-athletes as they prepare for and then compete in the various events.

FY19 Budget Proposal

I would like to thank all of you for your thoughtful responses and questions to our initial budget presentation at our last meeting. In this Report, I have attempted to answer, to the best of my abilities, the questions posed during our discussion after the presentation on January 8th. The responses are in no particular order and include some attachments:

Question: What is the number of Charter School students leaving the WRSD?

Response: Per our most recent DESE report, there are 43 students who reside within our communities and attend Charter Schools.

Question: What are the job descriptions for the new positions discussed at the meeting?

Response: The following job descriptions have been included as attachments:

Director and Guidance and Social Emotional Learning (SEL) (K-12) (attachment 5)

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Director of Literacy (attachment 6)
Tech Integration Specialist (attachment 7)

In terms of the Naquag Assistant Principal/Devereux position, we are currently in the process of discussing options associated with the costs for this position with Devereux and this may influence some of the descriptors associated with the new job description. I will share the job description for this position when we have a better handle on the exact responsibilities.

Question: What would the cost be for all middle schools in the District to have the same Chromebook to student ratio as Mountview Middle School?

Response: The cost for this would be approximately \$148,000 for an additional 24 Chromecarts.

Question: What are the recommended school counselor ratios?

Response: According to the American School Counselor Association, the recommended ratio of students to counselor is 250:1. Currently, we would need another 15 counselors to meet this ratio.

Question: What would it cost to have School Committee policy followed in terms of recommended class size?

Response: In total, the District would require, on the conservative side, at least 28 teachers to meet the recommended class sizes from WRSDC Policy 3510 (Kindergarten through grade 2 = 19 students, grades 3 through 5 = 22 students, grades 6 through 12 = 23 students) (attachment 8). The cost associated with an increase of 28 teachers would be approximately \$2 million. The other factor to consider is that we do not have the space in several of our schools to accommodate additional classrooms.

Question: What other school districts do our School Choice students attend?

Response: The following list represents all of the districts which our students attend as School Choice students:

ASHBURNHAM WESTMINSTER
AUBURN
CLINTON
FITCHBURG
HARVARD
HUDSON
LEICESTER
LEOMINSTER
MAVA(Mass Virtual Academy)

Wachusett Regional School District

NARRAGANSETT
NORTH MIDDLESEX
QUABBIN
RALPH C MAHAR
SHREWSBURY
TECCA(Commonwealth Virtual School)
UXBRIDGE
WEST BOYLSTON
WORCESTER

Question: What would the cost be for a Library/Media Specialist for each school?

Response: There are two paths for this question. The first path includes new Media Specialists for each library and would have a Library/Media Specialist licensure and are included in the WREA bargaining unit. The second path would include the restoration of the Library Paraprofessional model, which is model that had been used in the District prior to the positions being eliminated.

Model with Media Specialists - 11 media specialists - \$762,432

Model with Paraprofessional - 11 paraprofessionals - \$322,432

Question: What would the cost be for the restoration of late buses at WRHS?

Response: The cost associated with providing 180 days of late bus service to each town would be \$207,990. This cost includes two late runs for each town.

Question: What are the average costs, for the WRSD, associated with personnel benefits?

Response: The average cost associated with personnel benefits for WRSD employees is approximately \$11,312, per employee.

Question: Is the number of school age children dropping or is the number of students attending WRSD schools going down?

Response: School-aged children include any children who live within the WRSD and could attend our schools. This includes students who attend private schools, school choice, homeschool, and vocational schools.

School-age children population trends over the past 4 years:

2014-15 = 7,920

2015-16 = 7,928

2016-17 = 7,866

2017-18 = 7,790

There is an overall decrease of 130 school aged children from 2014-2015 to now. For comparison, the WRSD student population decreased by 191 students over this same time period.

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Question: How did you arrive at your tuition-out assumption?

Response: Our assumption that tuition-out expenditures may decline next year and in future years was based on a few items. First, there is a review of rosters provided by DESE that lists students attending schools in other districts through School Choice and students attending Charter Schools. These rosters contain complete information on each student and based on their grade level a certain number will "age out" when they graduate. In addition to that static data, the assumption also will consider subjective elements. This past week I reviewed all of this information again and Director Scanlon will provide more details at the next Business/Finance Subcommittee meeting.

Question: Have there been conversations with Devereux School concerning sharing the costs associated with the new position?

Response: There have been conversations concerning the costs the WRSD incurs as the Local Education Authority (LEA) associated with students attending Devereux. We will be meeting with the new Director of Devereux on the 19th of January to discuss the costs associated with the proposed Assistant Principal/Devereux position.

Question: Could you share the anticipated outcomes associated with the requests made in the presentation?

Response: Early Literary Director and Early Literacy Program - To build a better understanding of students' journey with reading, how to support their learning, and consistency from building to building.

Science and Engineering - grades 3-5 - Add consistency 3-5/Science; train teachers to prepare students to meet science standards.

ELL - Incoming students currently require more support. The outcome is to enhance English language learning proficiency for our ELL students in the District.

Technology grade 9 - Better prepare students to meet with success when utilizing technology; train and support teachers in effective use of technology.

Textbook adoption plan - Long range plan to replace outdated textbooks so that students will have access to current instructional materials.

Special Education programs - Therapeutic and Language-Based programs
Therapeutic program - To maintain continuity of services between grades 8 and 9.
Language-Based program - To better meet needs of students with dyslexia and reading disabilities.

Professional development - Staff will be better prepared to meet the needs of students

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Director of Guidance and SEL - Provide oversight and training of staff across WRSD.

Middle and high school counseling: Students are better prepared to deal with issues associated with SEL and to improve overall social-emotional wellness.

Question: What, exactly would be the scope of the “no-cost” paraprofessional/Special Education teacher swap?

Response: DESE has recommended that schools provide a greater level of support to IEP students through the use of teachers versus paraprofessionals. With this in mind, the costs associated with 2.5 to 3 paraprofessionals equals that of one special education teacher.

Question: Are there going to be implications for support needs in inclusion classes if there are not paraprofessionals available to support those classes?

Response: Each school would look at service delivery grids for students and develop the best options for servicing the students.

Question: Would there be impact on substitute coverage, etc. if there were fewer paraprofessionals in buildings?

Response: Although paraprofessionals are sometimes used for substitute coverage, it would not pose major issues.

Regional School Transportation

Representative Ferguson shared with us the letter State Auditor Suzanne Bump sent to Governor Baker, requesting support of full funding of regional school transportation (attachment 9). We are appreciative of Auditor Bump's outreach seeking support of the recommended changes contained in the report prepared by her office this past fall.

National Assessment of Educational Progress (NAEP)

The National Assessment of Education Progress (NAEP), also known as The Nation's Report Card, will be administered in two of our schools this year (attachment 10). Public schools in Massachusetts chosen for participation in NAEP are required to conduct the assessment under the Education Reform Act of 1993. Thomas Prince School and Central Tree Middle School have been selected by DESE to participate in the 2018 administration of NAEP. The assessments will occur between the end of January and the beginning of March. Grade 4 students and grade 8 students will participate in the assessment.

Superintendent Goals - Formative Evaluation

This year, with the creation of the Superintendent Goals and Evaluation Subcommittee, there will be a formative evaluation associated with the current status of the progress made toward completion of my goals. On Wednesday, January 24th, I will share a Google Survey with all of you concerning my evaluation. You will have the opportunity to complete the survey online and

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submit it one time before January 30th. Attached to my Report is a more detailed update on my goals that you may use for your own edification (attachment 11).

QRSD/WRSD Meeting Joint Meeting

On January 29th, we will hold our next joint meeting with the Quabbin Regional School District. The meeting will be held at the QRSD Professional Development Center, 872 South Street in Barre. Please let Rebecca know if you plan on attending.

School Principal Searches

We have begun the process of recruiting principals for Thomas Prince School, Dawson Elementary School, and Mayo Elementary School, effective July 1, 2018. As you recall, last summer Tammy Boyle was appointed Interim Principal at TPS and Shannon Bischoff was appointed Interim Principal at Dawson Elementary School. At the beginning of this month, Mayo Principal Julie Carter submitted her intent to retire at the end of this school year. I want to wish Julie the best of luck in her retirement and appreciate her time spent in our district.

Director Carlson and Deputy Berlo will be participating in the interview process and a timeline is currently being developed for interviews and site visits.

School Calendar and School Choice

I want to remind the Committee that approval of the 2018-2019 school calendar should be addressed within the next month. Though we've not yet hit the 100th school day for this school year, many have been asking about next year's school schedule. The draft calendar has been reviewed by the Education Subcommittee, by the District's administrative team, and at our monthly WREA/District meeting. In my next Report, I expect to provide you with a draft 2018-2019 school calendar and approval of that calendar will be on the agenda for the February meeting.

The Central Office has also been receiving many inquiries about the status of Wachusett's participation in School Choice for the 2018-2019 school year. As you will remember, last April the Committee voted the Wachusett District would not accept students from other towns under School Choice for the 2017-2018 school year. I understand the Committee's hesitation to participate in school choice the last two years, due to enrollment numbers in some schools and in some classrooms, but I do think it would be prudent for the Committee to allow, in certain instances, school choice at the discretion of the Superintendent. We will have a more detailed conversation on School Choice in the coming months before a vote will be taken.

Principals' Reports

The topic for the principal reports is update on and status of SIPs (School Improvement Plans) (attachment 12). I am also sharing with this report a listing of upcoming events at the schools, should you be interested in attending any of school activities (attachment 13).

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Treasurer's Update

Treasurer Dunbar has submitted the Treasurer's Update and Cash Reconciliation for November 2017. Treasurer Dunbar's reports can be found in Google as separate attachments, and as separate links in my cover email.

Policy

Attached you will find recently amended School Committee Policy 4330 *Warrants*. This policy can also be found on the District website. The amended policy and updated Table of Contents have been sent electronically to the Member Towns, school principals, and District administration (attachment 14).

Conflict of Interest Training

Most School Committee members have yet to provide evidence of completion of the online training program about the Conflict of Interest Law. 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." The District's Human Resources office prepared a Conflict of Interest Law Summary for new employees. I've attached a copy for your information (attachment 15).

Executive Staff Reports

Deputy Superintendent Robert Berlo's Report to the Superintendent dated January 18, 2018 (attachment A).

Director of Business and Finance Joseph Scanlon's Report to the Superintendent dated January 12, 2018 (attachment B).

Director of Human Resources Jeff Carlson's Report to the Superintendent dated January 18, 2018 (attachment C).

Administrator of Special Education Kimberly Merrick's Report to the Superintendent dated January 2018 (attachment D).

Subcommittee Minutes

- Minutes of the October 25, 2017 meeting of the Superintendent Goals and Evaluation Subcommittee (Subcommittee Minutes attachment 1)

Chair's Correspondence

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- December 22, 2017 correspondence from Governor Charles Baker (Chair's Correspondence 1)
- January 9, 2018 correspondence to Lauren Salmon-Garrett (Chair's Correspondence 2)
- January 9, 2018 correspondence to Jana Brennan (Chair's Correspondence 3)

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 #1307

Tuesday, January 23, 2018
7:00 PM

Media Center
Wachusett Regional High School, Holden

- I. Public Hearing
- II. Chair's Opening Remarks
- III. Student Representatives' Reports (Philip Baird, Donroy (DJ) Ferdinand)
- IV. Superintendent's Report
 - A. Discussion of Report
 - B. Recommendations Requiring Action by the School Committee
 - 1. Motion: To award the 2018-2019 heating fuel contract to Santa Buckley of Bridgeport, CT at a firm fixed price of \$2.0611/gl. per the French River Educational Center (FREC) collaborative purchasing bid on 11/13/17.
- V. Unfinished Business
- VI. Secretary's Report
 - A. Approval of #1306 Regular Meeting Minutes of the Wachusett Regional School District Committee held on January 8, 2018 – enclosed
 - B. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on January 8, 2018 - *copies of minutes to be distributed at the January 23, 2018 School Committee meeting*
- VII. Treasurer's Report/Financial Statements
- VIII. Committee Reports
 - A. Management Subcommittee (K. Mills, Chair, C. Smith, Vice-chair, M. Dennis, S. Hitchcock)
 - B. Education Subcommittee (C. Smith, Chair, M. Lavoie, Vice-chair, R. Imber, S. LaMountain, L. Maldonado, A. Silva, R. Van Liew, M. Weeks)

- C. Business/Finance Subcommittee (M. Dennis, Chair, A. Young, Vice-chair, L. Long-Bellil, B. Mitchel, J. E. Novak, C. Witkes)
- D. Legal Affairs Subcommittee (S. Hitchcock, Chair, S. Brown, Vice-chair, T. Curran, H. Fradellos, Stephen Godbout, Michael Rivers)
- E. Superintendent Goals and Evaluation Subcommittee (K. Mills, Chair, C. Smith, Vice-chair, S. LaMountain, M. Lavoie, A. Michalowski, M. Weeks)

Discussion of Superintendent Mid-cycle Goals Review

- F. Audit Advisory Board (C. Witkes, Chair, B. Mitchel, Vice-chair)
- G. Ad Hoc Subcommittees
 - 1. Ad Hoc Subcommittee on Budget Sustainability (K. Mills, Chair, A. Young, Vice-chair, M. Lavoie, L. Long-Bellil)
- H. Building Committees
 - 1. Mountview Building Committee
- I. School Council Reports:
 - Central Tree Middle School (J. E. Novak), Chocksett Middle School (S. Godbout), Davis Hill Elementary School (A. Silva), Dawson Elementary School (A. Young), Glenwood Elementary School (M. Lavoie), Houghton Elementary School (S. Godbout), Mayo Elementary School (T. Curran), Mountview Middle School (S. Brown), Naquag Elementary School (C. Witkes), Paxton Center School (B. Mitchel), Thomas Prince School (M. Weeks), Wachusett Regional High School (S. LaMountain/M. Rivers), Special Education Parent Advisory Council (A. Young), Early Childhood Center (L. Maldonado)

IX. Public Hearing

X. New Business

- XI. Executive Session to discuss strategy for contract negotiations with all bargaining units (SEIU Local 888 – ABA Program Assistants, Teamsters Union Local 170 (paraprofessionals), Wachusett Cafeteria Association, Wachusett Administrators' Association, AFSCME, Council 93, Local 2885 – Custodial Employees, AFSCME, Council 93, Local 2885 – Clerical Employees, Wachusett Regional Nurses Association, Wachusett Regional Education Association), as the Chair deems a discussion in public session would have an adverse effect on the District's bargaining position, not to return to public session

XII. Adjournment

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

DRAFT Minutes

Regular Meeting #1306

Monday, January 8, 2018
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	Lauren Maldonado
Scott Brown	Amy Michalowski
Thomas Curran	Jon Edward Novak
Michael Dennis	Michael Rivers
Susan Hitchcock	Asima Silva
Robert Imber	Megan Weeks
Sarah LaMountain	Adam Young

Committee Members Absent:

Harriet Fradellos	Benjamin Mitchel
Stephen Godbout	Robin Van Liew
Matthew Lavoie	Charles Witkes

Committee Members Participating Remotely:

None

Administration Present:

Darryll McCall, Superintendent
Robert Berlo, Deputy Superintendent
Joseph Scanlon, Director of Business and Finance
Jeff Carlson, Director of Human Resources
Rebecca Petersen, Executive Secretary to the Superintendent

Student Representatives Present:

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

Chair Mills called the meeting to order at 7:07 PM. Chair Mills announced the meeting was streaming live on HoldenTV.com and Channel 194. The reporter from *The Landmark* indicated she was recording the meeting.

I. Public Hearing

Lauren Salmon-Garrett, Holden resident, read a prepared statement and provided members with handouts (attachments 2 & 3).

Jana Brennan, Holden resident, addressed the Committee.

II. Chair's Opening Remarks

Chair Mills outlined the format for the meeting. After the report from the Student Representatives, Superintendent McCall and the administrative team will make a presentation to the Committee, showing a PowerPoint titled FY 2019 Budget Building Process January 8, 2018 (attachment 4). At the conclusion of the presentation, discussion about the presentation and FY19 budget priorities will take place.

Chair Mills took a moment to recognize those individuals who worked on recent snow days, both District employees and those in the communities, to address the snow fall and the extremely cold temperatures.

III. Student Representatives' Reports

Student Representative Ferdinand reported aside from the WRHS student body being pleased with the return to the former brand of milk available in the cafeteria, nothing major is happening at the high school. He did mention mid-term exams will be taken the week of January 15th. Student Representative Baird thanked the Superintendent for the snow days the week previous.

IV. Superintendent's Report

A. Discussion of Report

Before beginning the FY19 budget presentation, Chair Mills gave members the opportunity ask questions about the Superintendent's Report. There were no questions asked.

Deputy Superintendent Berlo, Director of Business and Finance Scanlon, Director of Human Resources Carlson, and Administrator of Special Education Merrick joined Superintendent McCall at the table. Superintendent McCall asked that questions be held until the conclusion of the presentation. Superintendent McCall went through the slides of the presentation, with some input from the other administrators.

7:38 PM Vice-chair Smith left the table.

7:42 PM Vice-chair Smith returned to the table.

Superintendent McCall concluded his presentation.

8:00 PM Member Maldonado left the table.

The Q & A session began, with many members of the Committee asking questions and making comments. It was agreed that the order of questions would be by Strategic Plan Domains, to keep discussions organized and orderly.

8:04 PM Member Maldonado returned to the table.

8:05 PM Member Maldonado left the meeting.

The discussion about the budget continued, with some members requesting back up information for School Committee review in advance of the next meeting.

8:22 PM Member Brown left the table.

8:26 PM Member Brown returned to the table.

8:47 PM Vice-chair Smith left the table.

8:52 PM Vice-chair Smith returned to the table.

8:29 PM Member Young left the table.

8:32 PM Member Young returned to the table.

8:56 PM Municipal Representative Sheila Dibb joined the meeting.

Most members of the Committee, including Student Representatives Baird and Ferdinand, participated in the discussions and conversation.

9:01 PM Student Representative Ferdinand left the meeting.

At Chair Mills' invitation, Municipal Representative Dibb, who is also a Rutland Selectboard member, approached the podium to speak to the Committee about how the town of Rutland has used funds from Devereux School, which is located in Rutland.

At the conclusion of the Q & A about the budget presentation, Chair Mills asked members if there is additional information anyone would need or additional areas in a budget proposal that they would like added to the draft FY19 budget proposal. Several members requested additional information and additional items included in the proposed budget. At Member Hitchcock's inquiry, Chair Mills explained that the Annual Budget Hearing will be held on February 12, 2018, but Superintendent McCall should provide additional FY19 budget information in his Report for the next regular School Committee meeting, to be held January 23,

2018. Superintendent McCall encourage members to email him with specific budget-related questions and/or comments/suggestions.

9:16 PM Member Brown left the meeting.

More discussion took place, with additional comments/suggestions being made by members. Superintendent McCall assured the Committee he would work with his administrative team and would provide to the Committee requested information/documents in advance of the January 23, 2018 meeting.

B. Recommendations Requiring Action by the School Committee

There were no recommendations requiring action by the School Committee.

V. Unfinished Business

There was no unfinished business brought before the Committee.

VI. Secretary's Report

A. Approval of 1305th Regular Meeting Minutes of the Wachusett Regional School District Committee held on December 11, 2017

Member Imber pointed out a typographical error on page 2 (Section II, replace "one" with "won").

Motion: To approve minutes, as corrected, of the regular meeting of the WRSDC held on December 11, 2017.

(J. E. Novak)

(M. Weeks)

Vote:

In favor:

Kenneth Mills
Christina Smith
Thomas Curran
Michael Dennis
Susan Hitchcock
Robert Imber
Sarah LaMountain
Linda Long-Bellil
Amy Michalowski
Jon Edward Novak
Michael Rivers
Asima Silva
Megan Weeks
Adam Young

Opposed:
None

The minutes were unanimously approved.

B. Approval of Executive Session Meeting Minutes of the Wachusett Regional School District Committee held on December 11, 2017

Approval of the executive session minutes was deferred due to Member Dennis having a question about the draft minutes. Review and approval of the executive session minutes will be addressed in executive session at the conclusion of the meeting.

9:30 PM Student Representative Baird left the meeting.

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 (K. Mills, Chair, C. Smith, Vice-chair, M. Dennis, S. Hitchcock)

Chair Mills reported on the January 2, 2018 meeting of this subcommittee, which will meet next on February 5, 2018.

B. Education Subcommittee (C. Smith, Chair, M. Lavoie, Vice-chair, R. Imber, S. LaMountain, L. Long-Bellil, L. Maldonado, A. Silva, R. Van Liew, M. Weeks)

Education Subcommittee Chair Smith reported this subcommittee met immediately before this meeting, and the members reviewed the draft 2018-2019 school calendar, the Textbook Plan, and the Technology Plan. The subcommittee will meet next on January 22, 2018 at 6:30 PM in the Curriculum Center at the District Central Office.

C. Business/Finance Subcommittee (M. Dennis, Chair, Adam Young, Vice-chair, L. Long-Bellil, B. Mitchel, J. E. Novak, C. Witkes)

Business/Finance Subcommittee Chair Dennis reported this subcommittee has not met since the last School Committee. The subcommittee is scheduled to meet next on Tuesday, January 16, 2018.

Motion: To approve the second reading of amended Policy 4330 *Policy Relating to Budget/Finance Warrants*, waiving the reading.

(M. Dennis)
(J. E. Novak)

Vote:

In favor:

Kenneth Mills
Christina Smith
Thomas Curran
Michael Dennis
Susan Hitchcock
Robert Imber
Sarah LaMountain
Linda Long-Bellil
Amy Michalowski
Jon Edward Novak
Michael Rivers
Asima Silva
Megan Weeks
Adam Young

Opposed:

None

The motion was unanimously approved.

- D. Legal Affairs Subcommittee (S. Hitchcock, Chair, S. Brown, Vice-chair, T. Curran, H. Fradellos, Stephen Godbout, Michael Rivers)

Subcommittee Chair Hitchcock reported this subcommittee had met immediately before this School Committee meeting. She reminded all members there will be an executive session at the adjournment of this regular meeting, at which time members will be brought up to date on negotiations with the eight bargaining units.

Subcommittee Chair Hitchcock also reported that at a future meeting of this subcommittee, a recent Mirick O'Connell Education Law Update, addressing superintendent evaluations, will be included on the agenda. Review of this document was remanded to the Legal Affairs Subcommittee by the Management Subcommittee.

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

Chair Mills reported this subcommittee will meet on January 9, 2018.

- F. Audit Advisory Board (C. Witkes, Chair, R. McCarthy)

In AAB Chair Witkes' absence, Director Scanlon reported on the December 19, 2017 meeting, at which the AAB accepted the FY17 audit. Full School Committee acceptance of the FY17 audit will be on a future agenda. Chair Mills mentioned the need for representation on the Audit Advisory Board for the towns of Paxton and Rutland.

G. Ad Hoc Subcommittees

1. Ad Hoc Subcommittee on Budget Sustainability (K. Mills, Chair, A. Young, Vice-chair, M. Lavoie, L. Long-Bellil)

Chair Mills reported this ad hoc subcommittee has not met since the last School Committee meeting.

H. Building Committees

1. Mountview Building Committee

Superintendent McCall gave a brief update on the status of Mountview Middle School.

I. School Council Reports:

Central Tree Middle School (J. E. Novak), Chocksett Middle School (S. Godbout), Davis Hill Elementary School (A. Silva), Dawson Elementary School (A. Young), Glenwood Elementary School (M. Lavoie), Houghton Elementary School (S. Godbout), Mayo Elementary School (T. Curran), Mountview Middle School (S. Brown), Naquag Elementary School (C. Witkes), Paxton Center School (B. Mitchel), Thomas Prince School (M. Weeks), Wachusett Regional High School (S. LaMountain/M. Rivers), Special Education Parent Advisory Council (A. Young), Early Childhood Center (L. Maldonado)

With the approval of the members, this agenda item was passed over.

IX. Public Hearing

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

X. New Business

Member LaMountain again suggested a presentation about the SOS (Signs of Suicide) program be made at an upcoming School Committee meeting.

XI. Adjournment

Motion: To enter executive session to discuss strategy for contract negotiations with all bargaining units (SEIU Local 888 – ABA Program Assistants, Teamsters Union Local 170 (paraprofessionals), Wachusett Cafeteria Association, Wachusett Administrators' Association, AFSCME, Council 93, Local 2885 – Custodial Employees, AFSCME, Council 93, Local 2885 – Clerical Employees, Wachusett Regional Nurses Association, Wachusett Regional Education Association), as the Chair deems a discussion in public session would have an adverse effect on the District's bargaining position, not to return to public session.

(T. Curran)

(A. Young)

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Thomas Curran
Michael Dennis
Susan Hitchcock
Robert Imber
Sarah LaMountain
Linda Long-Bellil
Amy Michalowski
Jon Edward Novak
Michael Rivers
Asima Silva
Megan Weeks
Adam Young

Opposed:

None

The motion passed unanimously.

The meeting adjourned to executive session at 9:39 PM.

Respectfully submitted,

Darryll McCall, Ed.D.
Superintendent of Schools

DM:rlp

Attachments:

- Attachment 1 – sign-in sheets
- Attachment 2 – statement read by Lauren Salmon-Garrett
- Attachment 3 – *I Am Wachusett* brochure
- Attachment 4 – FY 2019 Budget Building Process January 8, 2018

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

DRAFT Minutes

Regular Meeting #1306

Monday, January 8, 2018
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	Lauren Maldonado
Scott Brown	Amy Michalowski
Thomas Curran	Jon Edward Novak
Michael Dennis	Michael Rivers
Susan Hitchcock	Asima Silva
Robert Imber	Megan Weeks
Sarah LaMountain	Adam Young

Committee Members Absent:

Harriet Fradellos	Benjamin Mitchel
Stephen Godbout	Robin Van Liew
Matthew Lavoie	Charles Witkes

Committee Members Participating Remotely:

None

Administration Present:

Darryll McCall, Superintendent
Robert Berlo, Deputy Superintendent
Joseph Scanlon, Director of Business and Finance
Jeff Carlson, Director of Human Resources
Rebecca Petersen, Executive Secretary to the Superintendent

Student Representatives Present:

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

Chair Mills called the meeting to order at 7:07 PM. Chair Mills announced the meeting was streaming live on HoldenTV.com and Channel 194. The reporter from *The Landmark* indicated she was recording the meeting.

I. Public Hearing

Lauren Salmon-Garrett, Holden resident, read a prepared statement and provided members with handouts (attachments 2 & 3).

Jana Brennan, Holden resident, addressed the Committee.

II. Chair's Opening Remarks

Chair Mills outlined the format for the meeting. After the report from the Student Representatives, Superintendent McCall and the administrative team will make a presentation to the Committee, showing a PowerPoint titled FY 2019 Budget Building Process January 8, 2018 (attachment 4). At the conclusion of the presentation, discussion about the presentation and FY19 budget priorities will take place.

Chair Mills took a moment to recognize those individuals who worked on recent snow days, both District employees and those in the communities, to address the snow fall and the extremely cold temperatures.

III. Student Representatives' Reports

Student Representative Ferdinand reported aside from the WRHS student body being pleased with the return to the former brand of milk available in the cafeteria, nothing major is happening at the high school. He did mention mid-term exams will be taken the week of January 15th. Student Representative Baird thanked the Superintendent for the snow days the week previous.

IV. Superintendent's Report

A. Discussion of Report

Before beginning the FY19 budget presentation, Chair Mills gave members the opportunity ask questions about the Superintendent's Report. There were no questions asked.

Deputy Superintendent Berlo, Director of Business and Finance Scanlon, Director of Human Resources Carlson, and Administrator of Special Education Merrick joined Superintendent McCall at the table.

Superintendent McCall asked that questions be held until the conclusion of the presentation. Superintendent McCall went through the slides of the presentation, with some input from the other administrators.

7:38 PM Vice-chair Smith left the table.

7:42 PM Vice-chair Smith returned to the table.

Superintendent McCall concluded his presentation.

8:00 PM Member Maldonado left the table.

The Q & A session began, with many members of the Committee asking questions and making comments. It was agreed that the order of questions would be by Strategic Plan Domains, to keep discussions organized and orderly.

8:04 PM Member Maldonado returned to the table.

8:05 PM Member Maldonado left the meeting.

The discussion about the budget continued, with some members requesting back up information for School Committee review in advance of the next meeting.

8:22 PM Member Brown left the table.

8:26 PM Member Brown returned to the table.

8:47 PM Vice-chair Smith left the table.

8:52 PM Vice-chair Smith returned to the table.

8:29 PM Member Young left the table.

8:32 PM Member Young returned to the table.

8:56 PM Municipal Representative Sheila Dibb joined the meeting.

Most members of the Committee, including Student Representatives Baird and Ferdinand, participated in the discussions and conversation.

9:01 PM Student Representative Ferdinand left the meeting.

At Chair Mills' invitation, Municipal Representative Dibb, who is also a Rutland Selectboard member, approached the podium to speak to the Committee about how the town of Rutland has used funds from Devereux School, which is located in Rutland.

At the conclusion of the Q & A about the budget presentation, Chair Mills asked members if there is additional information anyone would need or additional areas in a budget proposal that they would like added to the draft FY19 budget proposal. Several members requested additional information and additional items included in the proposed budget. At Member Hitchcock's inquiry, Chair Mills explained that the Annual Budget Hearing will be held on February 12, 2018, but Superintendent McCall should provide additional FY19 budget information in his Report for the next regular School Committee meeting, to be held January 23,

2018. Superintendent McCall encourage members to email him with specific budget-related questions and/or comments/suggestions.

9:16 PM Member Brown left the meeting.

More discussion took place, with additional comments/suggestions being made by members. Superintendent McCall assured the Committee he would work with his administrative team and would provide to the Committee requested information/documents in advance of the January 23, 2018 meeting.

B. Recommendations Requiring Action by the School Committee

There were no recommendations requiring action by the School Committee.

V. Unfinished Business

There was no unfinished business brought before the Committee.

VI. Secretary's Report

A. Approval of 1305th Regular Meeting Minutes of the Wachusett Regional School District Committee held on December 11, 2017

Member Imber pointed out a typographical error on page 2 (Section II, replace "one" with "won").

Motion: To approve minutes, as corrected, of the regular meeting of the WRSDC held on December 11, 2017.

(J. E. Novak)
(M. Weeks)

Vote:

In favor:

Kenneth Mills
Christina Smith
Thomas Curran
Michael Dennis
Susan Hitchcock
Robert Imber
Sarah LaMountain
Linda Long-Bellil
Amy Michalowski
Jon Edward Novak
Michael Rivers
Asima Silva
Megan Weeks
Adam Young

Opposed:
None

The minutes were unanimously approved.

B. Approval of Executive Session Meeting Minutes of the Wachusett Regional School District Committee held on December 11, 2017

Approval of the executive session minutes was deferred due to Member Dennis having a question about the draft minutes. Review and approval of the executive session minutes will be addressed in executive session at the conclusion of the meeting.

9:30 PM Student Representative Baird left the meeting.

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 (K. Mills, Chair, C. Smith, Vice-chair, M. Dennis, S. Hitchcock)

Chair Mills reported on the January 2, 2018 meeting of this subcommittee, which will meet next on February 5, 2018.

B. Education Subcommittee (C. Smith, Chair, M. Lavoie, Vice-chair, R. Imber, S. LaMountain, L. Long-Bellil, L. Maldonado, A. Silva, R. Van Liew, M. Weeks)

Education Subcommittee Chair Smith reported this subcommittee met immediately before this meeting, and the members reviewed the draft 2018-2019 school calendar, the Textbook Plan, and the Technology Plan. The subcommittee will meet next on January 22, 2018 at 6:30 PM in the Curriculum Center at the District Central Office.

C. Business/Finance Subcommittee (M. Dennis, Chair, Adam Young, Vice-chair, L. Long-Bellil, B. Mitchel, J. E. Novak, C. Witkes)

Business/Finance Subcommittee Chair Dennis reported this subcommittee has not met since the last School Committee. The subcommittee is scheduled to meet next on Tuesday, January 16, 2018.

Motion: To approve the second reading of amended Policy 4330 **Policy Relating to Budget/Finance Warrants**, waiving the reading.

(M. Dennis)
(J. E. Novak)

Vote:

In favor:

Kenneth Mills
Christina Smith
Thomas Curran
Michael Dennis
Susan Hitchcock
Robert Imber
Sarah LaMountain
Linda Long-Bellil
Amy Michalowski
Jon Edward Novak
Michael Rivers
Asima Silva
Megan Weeks
Adam Young

Opposed:

None

The motion was unanimously approved.

- D. Legal Affairs Subcommittee (S. Hitchcock, Chair, S. Brown, Vice-chair, T. Curran, H. Fradellos, Stephen Godbout, Michael Rivers)

Subcommittee Chair Hitchcock reported this subcommittee had met immediately before this School Committee meeting. She reminded all members there will be an executive session at the adjournment of this regular meeting, at which time members will be brought up to date on negotiations with the eight bargaining units.

Subcommittee Chair Hitchcock also reported that at a future meeting of this subcommittee, a recent Mirick O'Connell Education Law Update, addressing superintendent evaluations, will be included on the agenda. Review of this document was remanded to the Legal Affairs Subcommittee by the Management Subcommittee.

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

Chair Mills reported this subcommittee will meet on January 9, 2018.

- F. Audit Advisory Board (C. Witkes, Chair, R. McCarthy)

In AAB Chair Witkes' absence, Director Scanlon reported on the December 19, 2017 meeting, at which the AAB accepted the FY17 audit. Full School Committee acceptance of the FY17 audit will be on a future agenda. Chair Mills mentioned the need for representation on the Audit Advisory Board for the towns of Paxton and Rutland.

G. Ad Hoc Subcommittees

1. Ad Hoc Subcommittee on Budget Sustainability (K. Mills, Chair, A. Young, Vice-chair, M. Lavoie, L. Long-Bellil)

Chair Mills reported this ad hoc subcommittee has not met since the last School Committee meeting.

H. Building Committees

1. Mountview Building Committee

Superintendent McCall gave a brief update on the status of Mountview Middle School.

I. School Council Reports:

Central Tree Middle School (J. E. Novak), Chocksett Middle School (S. Godbout), Davis Hill Elementary School (A. Silva), Dawson Elementary School (A. Young), Glenwood Elementary School (M. Lavoie), Houghton Elementary School (S. Godbout), Mayo Elementary School (T. Curran), Mountview Middle School (S. Brown), Naquag Elementary School (C. Witkes), Paxton Center School (B. Mitchel), Thomas Prince School (M. Weeks), Wachusett Regional High School (S. LaMountain/M. Rivers), Special Education Parent Advisory Council (A. Young), Early Childhood Center (L. Maldonado)

With the approval of the members, this agenda item was passed over.

IX. Public Hearing

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

X. New Business

Member LaMountain again suggested a presentation about the SOS (Signs of Suicide) program be made at an upcoming School Committee meeting.

XI. Adjournment

Motion: To enter executive session to discuss strategy for contract negotiations with all bargaining units (SEIU Local 888 – ABA Program Assistants, Teamsters Union Local 170 (paraprofessionals), Wachusett Cafeteria Association, Wachusett Administrators' Association, AFSCME, Council 93, Local 2885 – Custodial Employees, AFSCME, Council 93, Local 2885 – Clerical Employees, Wachusett Regional Nurses Association, Wachusett Regional Education Association), as the Chair deems a discussion in public session would have an adverse effect on the District's bargaining position, not to return to public session.

(T. Curran)

(A. Young)

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Thomas Curran
Michael Dennis
Susan Hitchcock
Robert Imber
Sarah LaMountain
Linda Long-Bellil
Amy Michalowski
Jon Edward Novak
Michael Rivers
Asima Silva
Megan Weeks
Adam Young

Opposed:

None

The motion passed unanimously.

The meeting adjourned to executive session at 9:39 PM.

Respectfully submitted,

Darryll McCall, Ed.D.
Superintendent of Schools

DM:rlp

Attachments:

- Attachment 1 – sign-in sheets
- Attachment 2 – statement read by Lauren Salmon-Garrett
- Attachment 3 – *I Am Wachusett* brochure
- Attachment 4 – FY 2019 Budget Building Process January 8, 2018

Attachment 1

Monday, January 8, 2018

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

[illegible]

[illegible]

Attachment 2

First, I'd like to read you an email that I sent to Dr. McCall this morning.

Dear Dr. McCall and Holden SC members,

I personally am doing all that I can with the I Am Wachusett group to help the district get more transportation funding from the state. And after that first step, our group plans to move on to other goals to help get more funding for this district.

It is obvious to many of us in the group that there are big problems in the district. You do an amazing job of using the resources you have, but you have said that the cracks are starting to show and that "we are under duress as a school district". I do not want to see this district sink any further because eventually good teachers will leave, scores will fall, and we will lose our good reputation.

From my own experience as a parent and for a short time, teacher in this district, these are what I see as needs in the district.

-Guidance counselors in the elementary schools. When my son was bullied, he only had the very busy school psychologist to speak to. The one school psych in his building does the job of 3 staff members in other districts. It is not fair to the students who need help and just can't get it because there is no time. One person can not test, write IEPs for, provide social skills groups, and counsel over 500 students. It is just not possible, though Lynn Wood somehow does an amazing job - when she is forced to add more to her load.

-Special education support - I am sick of hearing parents say that they HAD to call an advocate or a lawyer to get their child on an IEP in this district. In my experience, I was pushed off about my son's issues, which I had been asking for support with since he was in kindergarten. Not until my husband and I paid thousands of dollars out of our pocket for an evaluation in 3rd grade, where we got an autism diagnosis, were we truly satisfied with how the school and district responded to our requests for help. Parents are pushed off and talked out of requesting evaluations when they feel that they need help for their child. This district is failing those students and causing emotional distress for families who just need the district to do what they are legally bound to.

Professional Development - You know that this is an area lacking. The budget for it is minimal and our teachers are not teaching based on the most current research with the most current methods, because they are given no training based on them. We can not expect so much from them when they are given so little in return.

Supplies - We need to spend more money on supplies. I am not talking about the pencils and crayons that we parents have to provide at the beginning of the year; parents in all school districts have to do that now. I am talking about science lab materials, updated textbooks, updated leveled readers, musical instruments, etc. There is so much lacking and so much that our teachers provide out of their own pocket, it is disturbing! You can add technology into this need, as we all know this district is WELL behind where it should be in this area.

These are just a few of the things that I'd like to see in the budget. If the budget increases by millions of dollars, so be it! They are dollars that our district needs to get us out of duress and back to the wonderful district that we once were.

I will continue to do everything in my power to help fight for this district, I just ask that you do the same by letting the citizens know that we can no longer survive on this lean budget. You CAN NOT get what you DO NOT ask for.

In closing, I'd like to give an update about I Am Wachusett and our 100% transportation funding campaign. After teaming up with a similar group to ours in the Ashburnham-Westminster district, we have almost 1,500 signatures on an online petition. We know that several letters, emails and calls have been made to the governor's office. We've given each of you a pamphlet that we created to make it as easy as possible for people to take some action if they'd like. We've heard from Representatives Ferguson and Naughton that those we are targeting with the letter writing campaign are hearing us! We only hope that Governor Baker's office is also hearing us.

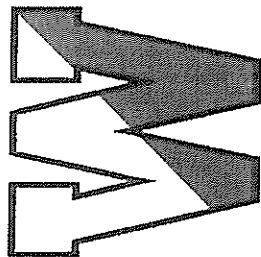
Thank you!

OUR SCHOOLS LACK:

- Up-to-date technology
- Updated textbooks & materials
- Class sizes within district policy limits
- Librarians at the elementary and middle schools
- Free, full-day Kindergarten
- And so much more!

Our district lacks these things because we have a revenue problem. Over the last 9 years the state underfunded the WRSD transportation budget by 12 million dollars. That's 12 million the 5 towns had to cover, forcing cuts to both the schools and town services.

The mission of I Am Wachusett (IAW) is to promote and maintain the well-being of the Wachusett Regional School District (WRSD) and to promote communication and cooperation among its member towns through an engaged and informed population. IAW seeks to promote a healthy and well-financed school system for all students.

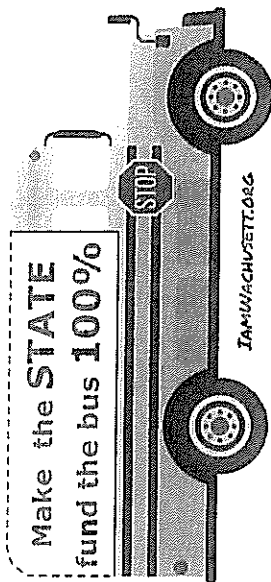


iamwachusett.org

HOLDEN
PAXTON
PRINCETON
RUTLAND
STERLING

I AM WACHUSETT

Make the **STATE**
fund the bus **100%**



Attachment 3

The state promised to pay 100% of regional school district transportation costs, but they **NEVER** have! Last year, they paid only 73%, meaning that the remaining 27% came from our towns and our kids.

SIGN

Please sign our petition and SHARE it with any MA residents to sign. After all, 10% of all school districts in this state are regional!
iamwachusett.org/sign/

E-MAIL

Example text – “As a [parent/student/citizen] of the Wachusett district, I am extremely concerned about the school budget. Our towns struggle to pass the budget and our kids are losing out on a quality education. I strongly urge you to fund 100% of regional transportation funding as recommended in Auditor Bump’s recent report on regional school district funding. This will make a huge difference for our students.”
iamwachusett.org/email/

Governor Charlie Baker:
www.mass.gov/governor/constituent-services/contact-governor-office/

Senator Karen Spilka:
Karen.Spilka@masenate.gov

Rep. Jeffrey Sanchez:
Jeffrey.Sanchez@mahouse.gov

Senator Sonia Chang-Diaz:
Sonia.Chang-Diaz@masenate.gov

Rep. Alice Peisch:
Alice.Peisch@mahouse.gov

TAKE ACTION

WRITE

Keep it simple – “The Wachusett Regional School District is struggling! I urge you to fund 100% of our regional transportation costs. The students, schools, and towns need that money! It would make a huge difference.”

Make it personal – Add a brief personal anecdote (i.e. “My son is being bullied, but there is not enough staff or emotional support to help him.”)

Make it easy – Use one of our form letters. Just print, fill in the blanks, address your envelope, throw on a stamp, and mail it.
iamwachusett.org/write/

Governor Charlie Baker
State House
24 Beacon St.
Room 280
Boston, MA, 02133

Senator Karen Spilka
State House
24 Beacon St.
Room 212
Boston, MA, 02133

Rep. Jeffrey Sanchez
State House
24 Beacon St.
Room 243
Boston, MA, 02133

Senator Sonia Chang-Diaz
State House
24 Beacon St.
Room 111
Boston, MA, 02133

Senator Alice Peisch
State House
24 Beacon St.
Room 473G
Boston, MA 02133

CALL

Say – “I am concerned about the budget in the Wachusett Regional School District. Auditor Bump’s recent report suggested that 100% regional transportation funding would make a huge difference. Please place 100% transportation funding into your budget for next year. It was promised and students of the WRSD deserve it.
Thank you!”

iamwachusett.org/call/

Governor Charlie Baker: 617-725-4005

Senator Karen Spilka: 617-722-1640

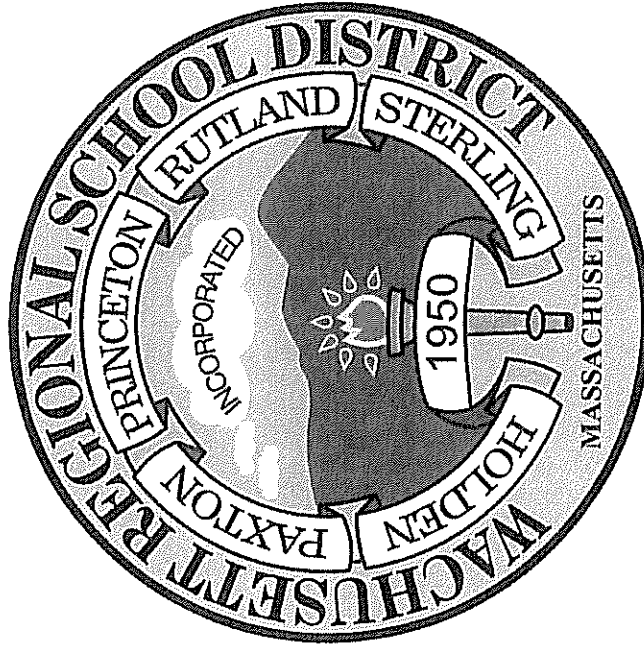
Rep. Jeffrey Sanchez: 617-722-2990

Senator Sonia Chang-Diaz: 617-722-1673

Rep. Alice Peisch: 617-722-2070

Wachusett Regional School District

Attachment 4



FY 2019 Budget Building Process

January 8, 2018

AGENDA

- Enrollment Statistics
- Per Pupil Spending
- FY19 Budget Priorities
- Next Steps

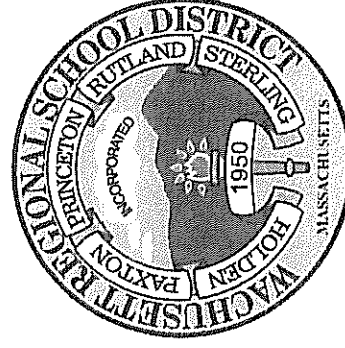


CORE MISSION

Our mission is to ensure meaningful student growth and promote social emotional well-being in a safe and nurturing environment. We will integrate the talent, experience, and knowledge of all members of our community to develop lifelong learners, equipped to think critically in an ever-changing, global society.

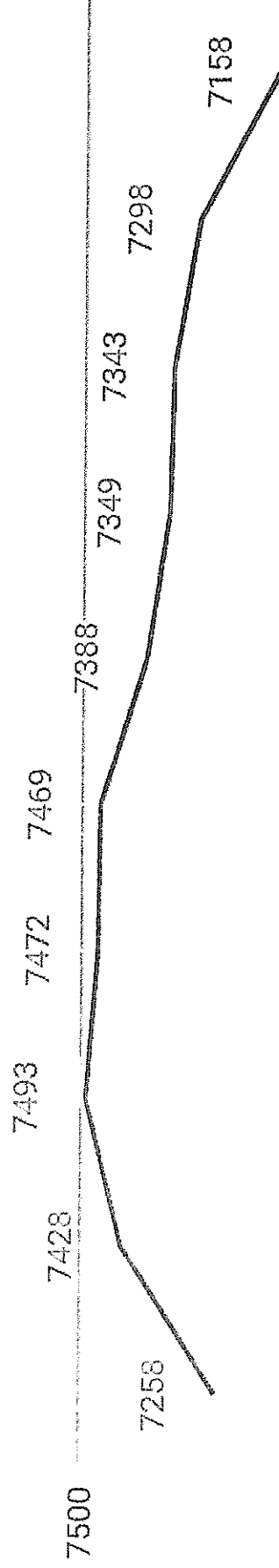


Enrollment Statistics



HISTORICAL DISTRICT ENROLLMENT

8000



7000

6500

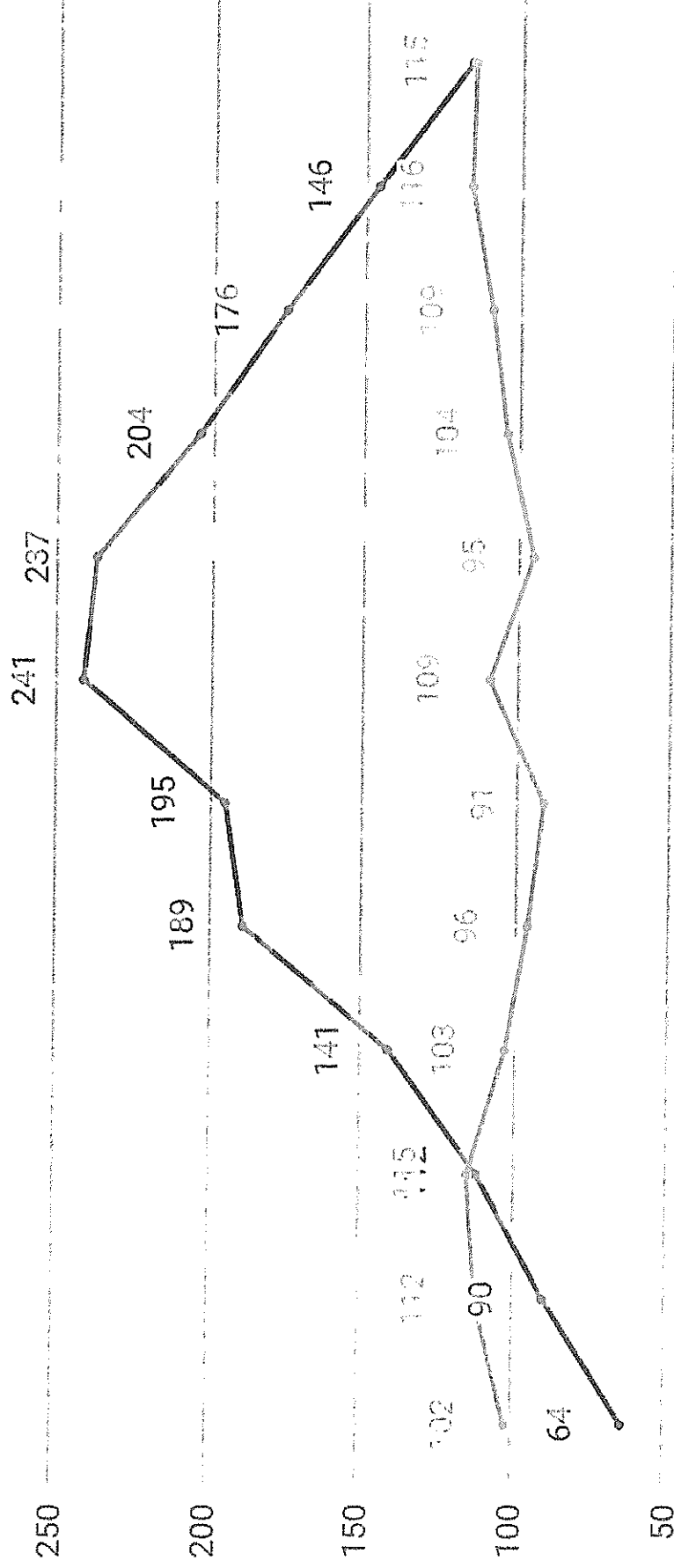
FY09 FY10 FY11 FY12 FY13 FY14 FY15 FY16 FY17 FY18



Wachusett Regional School District

HISTORICAL SCHOOL CHOICE ENROLLMENT

● School Choice In ● School Choice Out



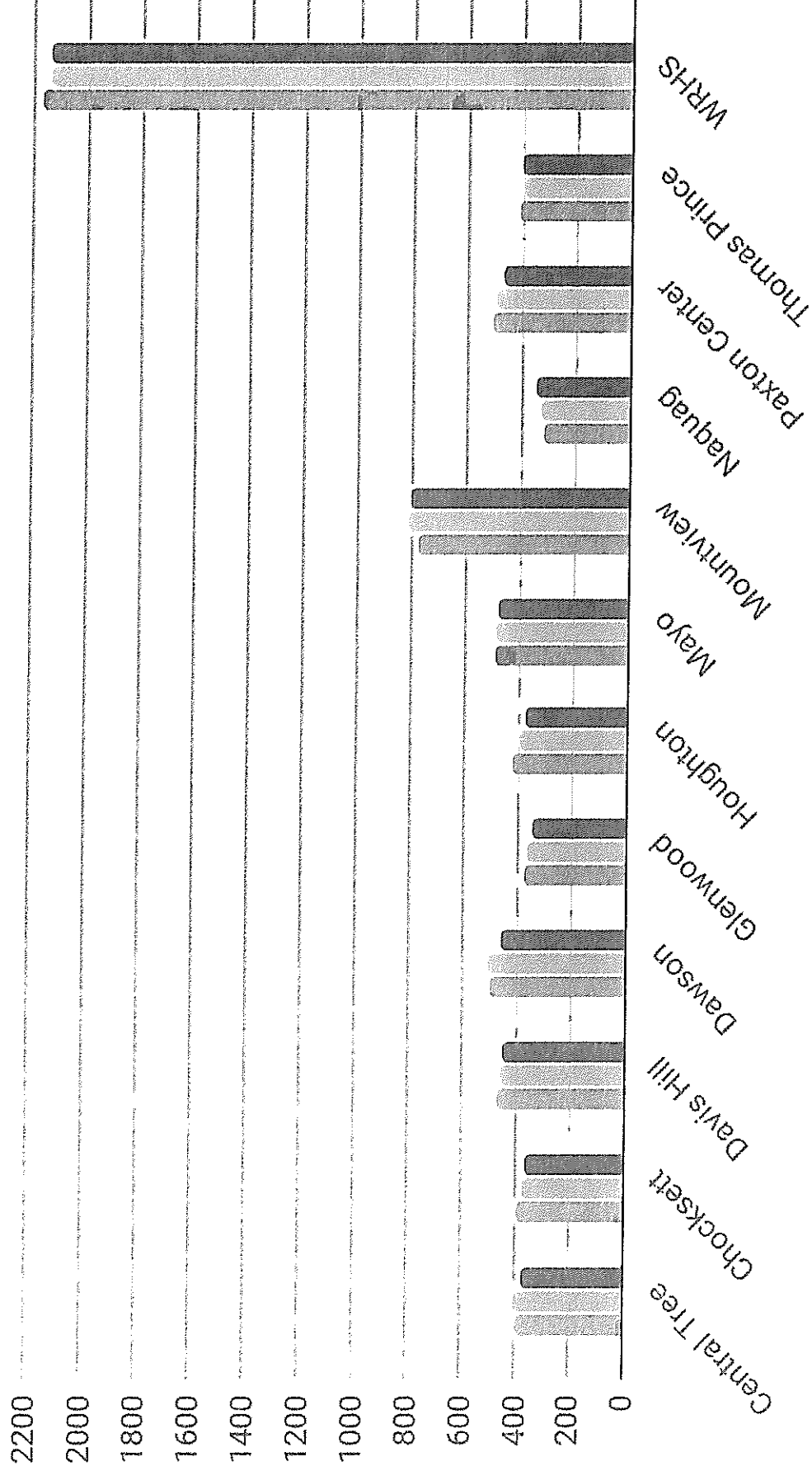
0 FY07 FY08 FY09 FY10 FY11 FY12 FY13 FY14 FY15 FY16 FY17 FY18



Wachusett Regional School District

ENROLLMENT BY SCHOOL

FY16
 FY17
 FY18



ENROLLMENT BY TOWN

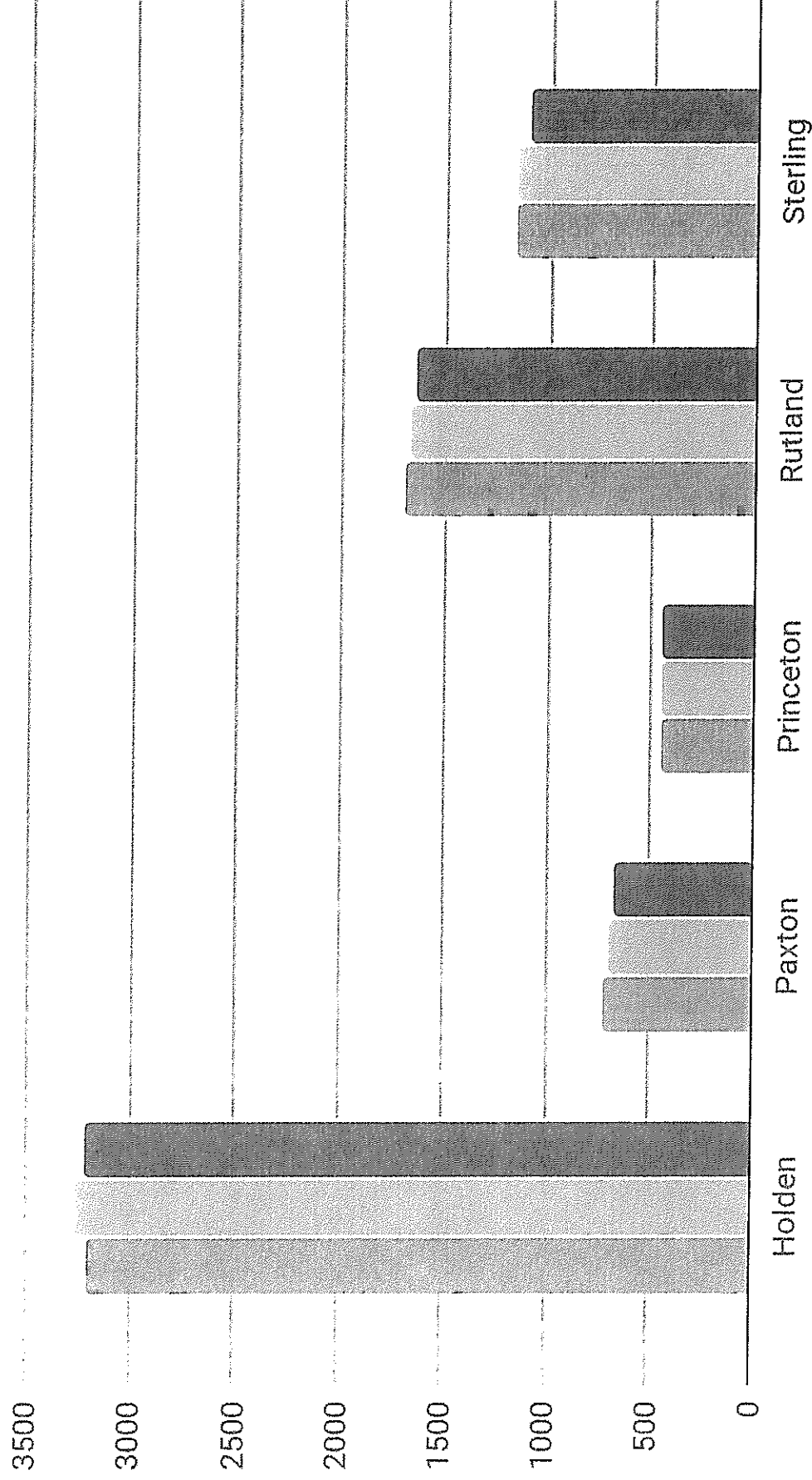
- Enrollment counts as of October 1st each year

Town	FY16	Change	FY17	Change	FY18	Change
Holden	3207	19	3261	54	3219	-42
Paxton	717	-13	704	-13	677	-27
Princeton	447	6	451	4	442	-9
Rutland	1693	28	1673	-20	1647	-26
Sterling	1169	-23	1168	-1	1106	-62
Total	7233	17	7257	24	7091	-166

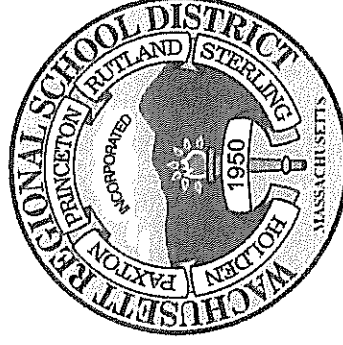


ENROLLMENT BY TOWN

FY16 FY17 FY18



Per Pupil Spending

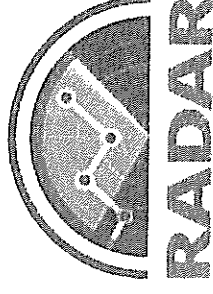


Resource Allocation and District Action Reports (RADAR)

The Massachusetts Department of Elementary and Secondary Education's *Resource Allocation and District Action Reports (RADAR)* take advantage of the state's student, educator, and finance data to provide school districts new analyses about their own use of people, time, and money, and allow comparisons to other districts.

RADAR reports were developed over the course of two years with the advice and assistance of various district representatives. In addition to consulting with district leaders through various statewide advisory groups, eight Massachusetts school districts participated in a yearlong pilot during the 2016-17 school year.

<http://www.doe.mass.edu/research/radar/>



SIMILAR DISTRICTS ON CAPACITY TO FUND FOUNDATION

Districts similar to Wachusett based on capacity, income, property value to fund foundation budget

	Capacity to Fund	2016 Per Pupil	2017 Enrollment & Subgroup Percentages			
			Total Enrolled #	Econ Disadv %	SWD %	ELL %
Wachusett	61%	\$11,222	7,298	10.1	14.2	1.7
Braintree	71%	\$13,243	5,809	18.1	20.3	5
Framingham	58%	\$16,870	8,609	32.4	22.2	18.5
Franklin	61%	\$12,505	5,412	8.2	15.6	1.3
Mansfield	63%	\$13,811	3,958	11.9	14.6	1.5
Marlborough	58%	\$15,694	4,525	32.9	17.6	20.5
North Attleboro	60%	\$11,201	4,381	15	14.9	3.2
Plymouth	71%	\$15,283	7,552	23.7	19.3	1
Salem	59%	\$19,137	3,772	46.6	21.5	12.7
Weymouth	68%	\$12,907	6,289	27.2	17.3	3.4
Bridgewater-Ray	60%	\$12,379	5,346	15.5	14.7	1.2

*Capacity is Combined Effort Yield (CEY), a measure used in the Chapter 70 program taking into account local income and property value, as a % of the local foundation budget. A higher percentage indicates greater community wealth.



BORDER DISTRICTS

Border Districts	Capacity to Fund	2016 Per Pupil	2017 Enrollment & Subgroup Percentages			
			Total Enrolled #	Econ Disadv %	SWD %	ELL %
Wachusett	61%	\$11,222	7,298	10.1	14.2	1.7
West Boylston	75%	\$14,038	915	17.9	15.4	2.7
Nashoba	80%	\$14,451	3,413	7.2	15.5	1.3
Berlin-Boylston	100%	\$13,670	584	9.4	17.2	1.2
Quabbin	46%	\$13,932	2,248	24.5	20.3	0.3
Leominster	40%	\$12,820	6,047	37.2	22	8.2
Clinton	45%	\$11,923	1,872	34.4	20.6	7
Leicester	49%	\$12,059	1,574	22.4	15.4	1.8
Ashburnham-We	50%	\$12,632	2,340	16	17.5	2.2
Spencer-E Brook	44%	\$13,663	1,394	33.2	22.1	1.1
Worcester	29%	\$14,252	25,479	57.2	18.8	34.2



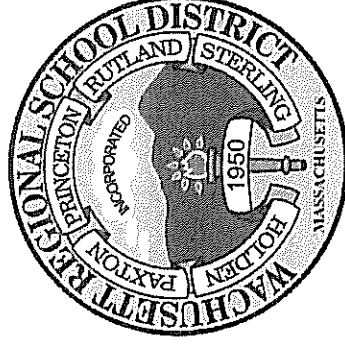
Wachusett Regional School District

SIMILAR DISTRICTS BASED ON DEMOGRAPHICS

Districts similar to Wachusett - Demographics					2017 Enrollment & Subgroup Percentages			
	Capacity to Fund	2016 Per Pupil	Total Enrolled #	Econ Disadv %	SWD %	ELL %		
Wachusett	61%	\$11,222	7,298	10.1	14.2	1.7		
Chelmsford	81%	\$13,143	4,974	11.2	16.7	2.9		
Franklin	61%	\$12,505	5,412	8.2	15.6	1.3		
Mansfield	63%	\$13,811	3,958	11.9	14.6	1.5		
Milton	116%	\$13,348	4,150	9.2	15.1	2		
Natick	99%	\$13,150	5,472	9.8	14.7	2		
North Andover	84%	\$11,439	4,766	12.7	15.2	1.8		
Shrewsbury	77%	\$12,352	6,191	9.1	13.6	4		
Wakefield	91%	\$13,407	3,538	12.6	16.1	1.7		
Walpole	81%	\$13,551	3,855	10.2	14.5	2.6		
Bridgewater-Ray	60%	\$12,379	5,346	15.5	14.7	1.2		



Strategic Plan



WRSD STRATEGIC PLAN

2016-21 WACHUSETT REGIONAL SCHOOL DISTRICT STRATEGIC PLAN

1. Leadership, Governance and Communication	2. Aligned Curriculum	3. Effective Instruction	4. Professional Development & Structures for Collaboration	5. Students' Social, Emotional and Health Needs
If the District establishes a clearly defined set of goals, develops a responsible budget based on priority initiatives, and works closely with community stakeholders to communicate district needs and adopt the budget, <i>then</i> the District will have the resources to allow students to realize their highest potential.	If educators implement an aligned curriculum that articulates common, well-defined learning outcomes with a focus on depth of understanding and critical thinking <i>then</i> students will be prepared for the next level of learning.	If educators implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration, and systematically measure, analyze, and act upon student learning data, <i>then</i> all students will be challenged to grow as individuals and global citizens.	If staff is consistently provided with professional development that enhances their content knowledge and their pedagogy is enriched through collaboration with staff across all schools in the district, <i>then</i> educators will be able to implement effective educational practices that will improve the learning and growth of all students.	If the district supports effective researched-based practices that promote a healthy school climate, builds an understanding of social, emotional and physical health as factors affecting learning, and works collaboratively with families and community services, <i>then</i> students will be able to utilize their knowledge and skills to maximize their learning potential.

Strategic Objectives	Strategic Objectives	Strategic Objectives	Strategic Objectives	Strategic Objectives
1A. Establish and communicate a clearly defined set of goals and strategic objectives to guide district and school improvement initiatives.	2A. Develop a consistently implemented and vertically aligned PK-12 Curriculum.	3A. Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration.	4A. Professional development includes high-quality job-embedded professional development aligned with district, school, and educator goals.	5A. Build an understanding of social, emotional and physical health as factors affecting learning.
1B. Develop a transparent budget that supports the district's goals and strategic objectives and share details with community stakeholders in an environment open to dialogue and collaboration.	2B. Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas.	3B. Systematically measure, analyze, and act upon student learning data.	4B. Systems, structures, and protocols are in place and used to guide collaborative discussions to improve implementation of the curriculum and instructional practices.	5B. Engage families and the community in a partnership to increase the district's capacity to address students' social, and emotional health needs.
1C. Ensure that relevant information is communicated out to community stakeholders and is easily understood.		3C. Staff regularly use technology to support student learning, enhance student engagement, and work toward developing innovative instructional practices.	4C. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.	



STRATEGIC PLAN UPDATE

Supporting Student Success

Domain 1:

- Budget Book completed and updated
- Annual budget meetings held in each community
- Monthly meeting focused on budget and safety
- Smore newsletters and increased use of social media at the building level

Domain 2:

- Early Literacy Program Adoption - Kindergarten
- Science/Engineering Materials - Middle School



STRATEGIC PLAN UPDATE

Supporting Student Success

Domain 3:

- ELL and BCBA
- Technology
 - HS 1:1 for Gr. 9
 - MS & Elementary Chromebook carts
 - District Network Administrator

Domain 4:

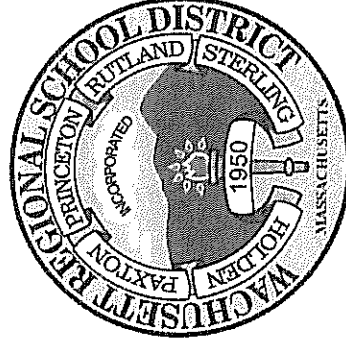
- Focused PD funds

Domain 5:

- Guidance/Adjustment counselor at HS
- Panorama Education SEL Student Survey



FY19 Budget Priorities



FY19 AREAS OF FOCUS BY STRATEGIC PLAN DOMAIN

- **Domain 2**
 - Early Literacy Program Adoption/Early Literacy Director
 - Science/Engineering Materials
- **Domain 3**
 - ELL
 - Technology (HS 1:1 for Gr. 9 and Technology Integration Specialist)
 - Textbook/Program Adoption
 - Special Education Programs
- **Domain 4**
 - PD funds focused on supporting strategic initiatives
- **Domain 5**
 - Director of Guidance and SEL (K-12)
 - Middle and High School Counseling



Domain 2 - Aligned Curriculum

- Early Literacy Program Adoption (\$200,000)
 - Purchase Phase 2 of Fountas & Pinnell - Grade 1
 - Continues rollout of literacy program for consistency throughout WRSD schools
 - Kindergarten materials purchased in FY18
 - Includes professional development and support for teachers

- Early Literacy is part of the Textbook Adoption Plan



Domain 2 - Aligned Curriculum Continued

- Literacy Director (\$90,000)
 - Dedicated position to oversee and support literacy
 - Provide PD and program consistency
 - Currently very limited support for staff in this area
- Science/Engineering Materials (\$40,000)
 - Materials that support the updated standards



Domain 3 - Effective Instruction

- ELL Teacher (\$58,000)
 - Provide support for ELL students
 - Increase in the number of ELL students with higher needs
- Special Education Programs (\$270,000)
 - Therapeutic Support Program (HS)
 - Language Based Classroom (6-8)



Domain 3 - Effective Instruction Continued

- Textbook Adoption Plan (\$530,000)
 - Textbook plan updated to reflect current needs
 - Addresses multiple subjects, PreK-12
 - Spread out over nine years allows for a predictable budget, yet allows the District to make progress
 - Grant funds leveraged to help support training needs
 - \$200,000 is dedicated to the multi-year Early Literacy Program Initiative



Domain 3 - Effective Instruction Continued

- Technology
 - Tech Integration Specialist (HS) (\$70,000)
 - HS Chromebook 1:1 for Gr. 9 (\$45,000)
 - Staff Chromebooks (\$20,000)
 - Funds dedicated to support requests for software and apps (\$10,000)



Domain 4 - Professional Development

- PD Plan developed based on staff and admin.
 - surveys and the Strategic Plan
 - Integrating technology into instructional practices
 - Identifying a variety of effective instructional practices and strategies
 - Meeting the social/emotional needs of students
- Local and grant funds will be used again to support PD needs (approximately \$200,000)



Domain 5 - Social and Emotional Learning

- Director of Guidance and SEL (K-12) (\$90,000)
 - Direct and manage counselors across all schools
 - Develop and oversee SEL programs and curriculum across all schools for consistency
- Middle School Counselor (\$58,000)
- High School Adjustment Counselor (\$58,000)
 - Increased needs for student services



SPECIAL EDUCATION

Increased Needs:

- Out of district programming (\$1.2 million)
- Naquag AP/Devereux Manager (\$86,000)
- Therapeutic Program/BRYT Program (\$150,000)
- SPED Transportation (\$240,000)
- Increased teacher support in schools (Cost Neutral)
- Language Based Classroom (\$120,000)



OTHER INCREASES/DECREASES

Potential Increases over FY18:

- Regular Education Transportation (\$190,000)
- Heating Fuel (\$90,000)
- Insurances (\$1.1 million)

Potential Decreases over FY18:

- Debt Service Reduction (-\$38,000)
- Lower Tuition-Out Charges (-\$200,000)



STAFFING

- The District does anticipate a net increase in staffing for FY19
 - This will support the areas of Class Size, SEL, ELL, and Technology
- Naquag AP/Devereux Coordinator
- Director of Literacy
- Director of Guidance and SEL



ATHLETIC FIELD



WRHS Turf Replacement

- Turf field used for PE and athletics is reaching the end of its lifespan
- Maintenance plan has been followed
- Outside groups no longer allowed on field to ease wear and tear
- Replacement cost is \$500,000
- ***Not part of the budget proposal*** - separate article to be voted on by each town



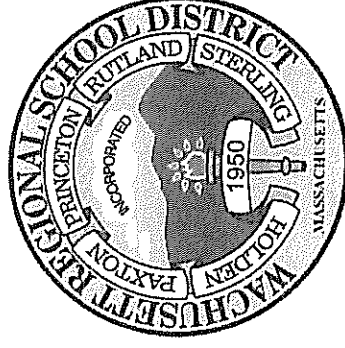
KEY DATES

- Governor's Budget expected in January
- Annual Budget Hearing - February 12, 2018
- Meetings with town officials - Early February
- School Committee budget approval - March 12, 2018
- Town Meetings:
 - Holden - Monday, May 21, 2018
 - Paxton - Monday, May 7, 2018
 - Princeton - Tuesday, May 15, 2018
 - Rutland - Saturday, May 12, 2018
 - Sterling - Monday, May 7, 2018



Wachusett Regional School District

Thank You



Education Subcommittee

Monday, January 22, 2018
6:30 p.m.

Curriculum Center
District Central Office
1745 Main Street, Jefferson

AGENDA:

- I Call to Order
- II Approval of Minutes
- III Policy 6613.2 *Policy Relating to Pupil Services Athletic Head Injury and Concussion Policy*
- VI Amended Policy 6618 *Policy Relating to Pupil Services Nutrition and Wellness Policy*
- V Amended Policy 3311 *Policy Relating to Education Subject Fields and Courses for High School Students*
- VI Policy 3311.1 *Policy Relating to Education Graduation Requirements*
- VII Policy Review by Education Subcommittee (Series 3000 and Series 6000)
- VIII Old Business
 - Amended Policy 3323 *Policy Relating to Education Home Assignments*
 - Draft Policy 3341 *Policy Relating to Education Curriculum Adoption*
 - Policy 3240 *Policy Relating to Education Ceremonies and Observances*
- 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

Wachusett Regional School District Committee

Tuesday, January 23, 2018
7:00 p.m.

Media Center
Wachusett Regional High School
1401 Main Street, Holden

AGENDA:

- Public Hearing
- Chair's Opening Remarks
- Student Representatives' Reports
- Superintendent's Report
 - Discussion of Report
 - Recommendations Requiring Action by the School Committee
 - 1. Motion: To award the 2018-2019 heating fuel contract to Santa Buckley of Bridgeport, CT at a firm fixed price of \$2.0611/gal. per the French River Educational Center (FREC) collaborative purchasing bid on 11/13/17.
- Unfinished Business
- Secretary's Report
 - Approval of 1306th Regular Meeting Minutes of the WRSDC held on 1/8/2018
 - Approval of Executive Session Minutes of the WRSDC held on 1/8/2018
- Treasurer's Report/Financial Statements
- Committee Reports
 - Management Subcommittee
 - Education Subcommittee
 - Business/Finance Subcommittee
 - Legal Affairs Subcommittee
 - Superintendent Goals and Evaluation Subcommittee
 - 1. Discussion of Superintendent Mid-cycle Goals Review
 - Audit Advisory Board
 - Ad-Hoc Subcommittee
 - 1. Ad Hoc Subcommittee on Budget Sustainability
 - Building Committees
 - 1. Mountview Building Committee
- School Council Reports
- Public Hearing
- New Business

Executive Session to discuss strategy for contract negotiations with all bargaining units (SEUI Local 888 – ABA Program Assistants, Teamsters Union Local 170 (paraprofessionals), Wachusett Cafeteria Association, Wachusett Administrators' Association, AFSCME, Council 93, Local 2885 – Custodial Employees, AFSCME, Council 93, Local 2885 – Clerical Employees, Wachusett Regional Nurses Association, Wachusett Regional Education Association), not to reconvene in public session

Adjournment

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

Management Subcommittee

Monday, February 5, 2018
6:00 p.m.

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

Business/Finance Subcommittee

Monday, February 5, 2018
7:00 p.m.

Curriculum Center
District Central Office
1745 Main Street, Jefferson

Ad Hoc Subcommittee on Budget Sustainability

Tuesday, February 7, 2018
7:00 p.m.

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

Wachusett Regional School District Committee

Special Meeting

ANNUAL BUDGET HEARING

Monday, February 12, 2018
7:00 p.m.

Media Center
Wachusett Regional High School
1401 Main Street, Holden

AGENDA:

- I Call to Order
- II Presentation of Proposed FY19 Appropriation
- III Public Hearing
- IV Adjournment

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

Wachusett Regional School District Committee

Monday, February 12, 2018
7:00 p.m.

Media Center
Wachusett Regional High School
1401 Main Street, Holden

SEPAC Officers Meeting

Tuesday, February 13, 2018
6:00 p.m.

Curriculum Center
District Central Office
1745 Main Street, Jefferson

Superintendent Goals and Evaluation Subcommittee

Wednesday, February 28, 2018
6:30 p.m.

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

AGENDA:

- I Call to Order
- II Approval of Minutes
- III Correlation of Superintendent Goals with Indicators
- IV Discuss Review Process, including mid-year and evaluation format
- V Discuss and Review Online Format for Collecting Evaluation Feedback
- VI Public Hearing
- VI New Business
- VIII Adjournment

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

Wachusett Regional School District Committee

Monday, March 12, 2018
7:00 p.m.

Media Center
Wachusett Regional High School
1401 Main Street, Holden

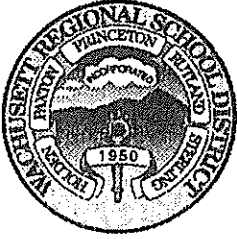
Regularly Scheduled, Monthly School Committee Meeting

Wachusett Regional School District Committee

Monday, March 26, 2018
7:00 p.m.

Media Center
Wachusett Regional High School
1401 Main Street, Holden

Regularly Scheduled, Monthly School Committee Meeting



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

Sent electronically and USPS

January 11, 2018

Mrs. Sheila Dobb
209 Pommogussett Road
Rutland, MA 01543

Dear Mrs. Dobb:

Please be advised that at the conclusion of the regular School Committee meeting on Tuesday, January 23, 2018, the Wachusett Regional School District Committee will adjourn to executive session for the purpose of discussing strategies for negotiations. As the municipal representative, please attend this executive session if you are able. School Committee meetings are held in the Media Center at Wachusett Regional High School in Holden.

Sincerely,

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

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee

DM:rlp

Worcester County Superintendents' Association

Annual Scholars' Luncheon



Tuesday, January 9, 2018
12:00 p.m.
Assumption College

*"The function of education is to teach one to think intensively and to think critically...
intelligence plus character – that is the goal of true education."*

-Martin Luther King, Jr.



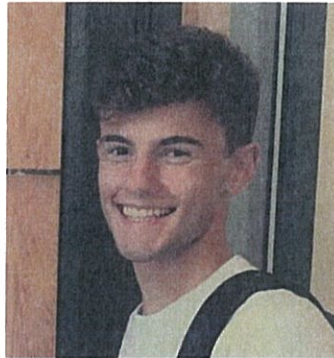
John Allen
Tahanto Regional Middle/High School
"When the whole world is silent,
even one voice becomes powerful."
-Malala Yousafzai



William Jones
Tantasqua Senior High School
"The secret of getting ahead is
getting started."
-Mark Twain



Veronica Melican
Tantasqua Senior High School
"Why fit in when you were born to
stand out?"
-Dr. Seuss



Anton Deti
University Park Campus School
"Knowledge speaks, but wisdom
listens."
-Jimi Hendrix



Riley Malone
Uxbridge High School
"In the depth of winter I finally
learned that there was in me an
invincible summer."
-Albert Camus



Evan Mizerak
Wachusett Regional High School
"Do not let what you cannot do
interfere with what you can do."
-John Wooden



Dylan Moore
Wachusett Regional High School
"To play a wrong note is
insignificant; to play without
passion is inexcusable."
-Ludwig van Beethoven



Katie Dagle
West Boylston High School
"The future belongs to those
who believe in the beauty of their
dreams."
-Eleanor Roosevelt



Jayati Anand
Westborough High School
"The future belongs to those
who believe in the beauty of their
dreams."
-Eleanor Roosevelt



Elizabeth Hopkinson
Westborough High School
"We can't direct the wind, but we
can adjust the sails."
-Thomas S. Monson



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

January 5, 2018

Dear Parent(s):

The Wachusett Regional School District is excited to once again host Winter Special Olympics. The games will begin at 10:00am on March 15, 2018 at the Wachusett Regional High School gymnasium, and end at 12:30. Events will include basketball, skeetball, hockey, track and bowling. All participants will be transported to the High School. After the games, students will be transported back to their district school. Parents are encouraged to attend.

As a student with a disability in the Wachusett Regional School District your child is invited to participate in the games. If you would like your child to participate, **please complete the information below** and return the completed form to the Office of Special Education 1745 Main Street, Jefferson, MA 01522 OR email to randi_jacob@wrsd.net **by January 31st**.

We are also offering 'Biggest Fan' t-shirts for sale in three colors: pink, blue and gray. The cost is \$10.00 (cash or check – checks to be made out to WRSD). The shirts will be available to purchase in February at the Superintendent's Suite at Central Office located at 1745 Main Street in Jefferson. Monies received will assist with costs associated with hosting the event. Please support our Special Olympians!

If you have any question, please do not hesitate to contact me. I look forward to seeing you in March for our 5th annual Special Olympics!

Regards,

Kimberly Merrick, Ed.D.
Administrator of Special Education
508-829-1670 (x)238

Randi Jacob
Administrative Assistant
(x) 240

CHILDS NAME: _____

I WOULD like my child to participate in Special Olympics on March 15, 2018. (Please circle):
YES NO

I GIVE my permission for my child to be photographed (please circle): YES NO

My childs tee-shirt size is: (Please circle):
YS YM YL YXL AS AM AL AXL

Parent Signature

Date

**Wachusett Regional School District
CENTRAL OFFICE**

JOB DESCRIPTION

TITLE: Director of Guidance and Social Emotional Learning (K-12)

QUALIFICATIONS: The Director of Guidance and Social Emotional Learning shall possess at least a Master's Degree in Education, Counseling or a related field of study from an accredited college or university. The Director of Guidance and Social Emotional Learning shall be certified as an Administrator or Director/Supervisor by the Commonwealth of Massachusetts and have a valid Sheltered English Immersion endorsement with ten or more years of experience in education in managing and directing guidance and social emotional learning activities in a public school setting.

REPORTS TO: Deputy Superintendent

PERFORMANCE EVALUATION:

The Director of Guidance and Social Emotional Learning (K-12) shall be evaluated annually based on the goals and objectives set by the Superintendent or designee.

REPRESENTATION STATUS:

Individual Employment Contract with the District

JOB RESPONSIBILITIES:

The Director of Guidance and Social Emotional Learning (K-12) shall be responsible for:

1. Developing and communicating clear expectations and goals for the guidance and social emotional learning work that the District undertakes based on the Wachusett Regional School District's vision, strategies, and priorities that support the District's Strategic Plan
2. Assisting in the needs assessment process in district schools to determine appropriate SEL programming and recommendations.
3. Consulting with and advising guidance and adjustment counselor staff – on student case management.

4. Forming partnerships with K-12 stakeholders to develop and integrate SEL programming and curriculum in district schools.
5. Planning and coordinating appropriate SEL related professional development opportunities for K-12 school staff.
6. Managing the transition process for students matriculating between district schools.
7. Supervising and evaluating district guidance and adjustment staff.
8. Maintaining transcript integrity and appropriate grading management practices district wide.
9. Coordinating parent outreach for the high school guidance department through social media, parent nights, and workshops.
10. Preparing and developing parent education workshops.
11. Other duties and responsibilities as directed by the District.

Approved by: _____ Date _____
Darryll McCall, Superintendent of Schools

**Wachusett Regional School District
CENTRAL OFFICE**

JOB DESCRIPTION

TITLE: Director of Literacy

QUALIFICATIONS: The Director of Literacy shall possess at least a Master's Degree in Education, Literacy or a related field of study from an accredited college or university. The Director of Literacy shall be certified as an Administrator or Director/Supervisor by the Commonwealth of Massachusetts and have a valid Sheltered English Immersion endorsement with ten or more years of experience in education. In addition, the Director shall possess:

- An unwavering belief that all students can achieve at high levels
- Strong leadership and team building skills
- A deep understanding of research-based effective practices in teaching and learning, including students with disabilities and English language learners
- Experience leading and successfully implementing District-wide programs and projects

REPORTS TO: Deputy Superintendent

PERFORMANCE EVALUATION:

The Director of Literacy shall be evaluated annually based on the goals and objectives set by the Superintendent or designee.

REPRESENTATION STATUS:

Individual Employment Contract with the District

JOB RESPONSIBILITIES:

The Director of Literacy shall be responsible for:

1. Developing and communicating clear expectations and goals for the literacy work that the District undertakes based on the Wachusett Regional School District's vision, strategies, and priorities that support the District's Strategic Plan

2. Leading the development of the District's Literacy/English Language Arts curriculum to improve student outcomes by identifying and prioritizing student learning needs and curricular gaps on a District-wide basis and supporting educator's to meet these needs;
3. Directing the implementation of researched-based instructional strategies that create a clear pathway for success for all students
4. Working with schools in identifying gaps in student performance, both within the aggregate and within subgroups, and helping with the development of targeted intervention plans through a commitment to data-driven problem-solving and decision-making
5. Leading the District's Early Literacy Initiative
6. Engaging teachers in effective literacy-focused professional development in order to improve the quality of instruction
7. Other duties and responsibilities as directed by the District.

Approved by:

Darryll McCall, Superintendent of Schools

Date

1/18/18

**Wachusett Regional School District
Teaching Staff**

JOB DESCRIPTION

TITLE:

Technology Integration Specialist

QUALIFICATIONS:

The Technology Integration Specialist requires an experienced educator and technologist who possesses the ability to enhance instruction and promote learning through the integration of technology into the curriculum. Demonstrated knowledge of a variety of effective instructional strategies as well as associated technological tools and how they apply to classroom instruction is important. Appropriate DESE license required.

REPORTS TO:

Building Principal and Supervisor of Information Services

PERFORMANCE EVALUATION:

The Technology Integration Specialist shall be evaluated annually based on the evaluation procedure in place for the WREA.

REPRESENTATION STATUS:

WREA

JOB RESPONSIBILITIES:

The Technology Integration Specialist shall be responsible for:

1. Collaborating with teachers to support their effective use of technology in the delivery of curricula to students.
2. Assisting teachers in integrating hardware, software, and Internet resources into their instruction to support student learning.

3. Demonstrating use of new technologies for staff and modeling the use of these technologies with students in a classroom environment.
4. Working with administrators and staff to design and deliver staff development opportunities.
5. Creating learning resources for students, teachers and staff. These may include websites, tutorials, interactive programs, and other multimedia products/ databases that support teachers in integrating and using technology.
6. Teaching technology classes, as needed.
7. Assisting in the creation and maintenance of Assistive Technology protocols and consulting with teachers/students as may be directed by IEP's.
8. Consulting on the development of the District and school based technology budget and needs assessment.
9. Participating in staff and committee meetings as required.
10. Other duties and responsibilities as directed by the District.

Approved by: _____ Date _____
Darryll McCall, Superintendent of Schools

1/18/18

POLICY RELATING TO EDUCATION

CLASS SIZE

The Wachusett Regional District School Committee, having high expectations for both students and teachers, recognizes the correlation between class size and achievement.

Class size shall promote maximum student achievement. In all cases safety concerns shall be paramount in determining class size. The Wachusett Regional School Committee recognizes the importance of the availability of room space, the grade level of the students and financial resources in a given fiscal year in determining suitable class size.

The following are Class Size Guidelines:

K-2

The recommended maximum class size for Kindergarten through grade 2 is 19 students.

Grades 3 – 5

The recommended maximum class size for grades three through five is 22 students.

Middle School

The recommended maximum class size for academic classes is 23 students.

High School

The recommended maximum class size for academic classes is 23 students.

Courses in music, drama, physical education, and non-academic subjects are excluded from the provisions of this policy.

The number of students assigned to any class shall not exceed the number of seats in the classroom, the number of stations in a laboratory or art room, or the number of computer stations in a computer or learning laboratory.

In special circumstances including, but not limited to, advanced placement courses, fieldwork, clinical experience, cooperative education, special needs or developmental education, or in the implementation of programs under federal or state regulations, the provisions of this policy shall not apply.

First Reading: 02/23/04

Second Reading: 03/08/04

WRSDC Policy 3510

Printed: 06/06/05



The Commonwealth of Massachusetts
AUDITOR OF THE COMMONWEALTH

STATE HOUSE, BOSTON 02133

SUZANNE M. BUMP, ESQ.
AUDITOR

TEL: 617-727-2075

January 12, 2018

Governor Charlie Baker
Office of the Governor
State House, Room 360
Boston, MA 02133

Dear Governor Baker:

I am writing to request full funding of regional school transportation (line item 7035-0006) and McKinney-Vento homeless student transportation (line item 7035-0008) in your Fiscal Year 2019 budget.

My office recently released a study of the local cost impacts of state statutes, regulations and policies impacting regional schools districts, and provided recommended changes to support these educational institutions. I have included a copy of the report with this letter.

The report examined barriers and incentives to regionalization and found that the current incentives do not provide enough enticement for municipalities to give up some measure of local control over their schools. In order to address this barrier, the Commonwealth should develop deeper incentives to encourage communities to regionalize, including fulfilling its commitment to reimburse municipalities 100% of regional school transportation costs. The Department of Early and Secondary Education estimates that for FY19, this would require an appropriation of \$86 million, a \$24.5 million increase over FY18 funding levels. This long term investment will assist 58 academic regional school districts serving approximately 107,000 students in over 170 towns, and will further serve as an incentive to municipalities considering regionalization. This funding will close a gap for vocational-technical high schools also covered by the line item.

In addition, my office determined in 2011 that McKinney-Vento homeless student transportation costs constituted an unfunded mandate on municipalities and in 2015, my office released a report examining the fiscal impact on municipalities of the growing disparity between actual costs and the Commonwealth's reimbursement to municipalities. Despite these two reports, the Commonwealth continues to underfund municipalities for these items. For FY17, the McKinney-Vento homeless student transportation costs totaled just over \$22 million with only \$8.3 million in reimbursement. The FY18 line item funding remains at \$8.3 million, which will enable the state to only reimburse districts between 33-35 percent of actual costs. In FY19, this account requires an additional \$14.7 million for a total appropriation of \$22 million.

Governor Charlie Baker
January 12, 2018
Page two

As a Commonwealth, we must prioritize the public education of our children. Fully funding the Commonwealth's obligation to these institutions is important not only to incentivize school districts to regionalize, but also to allow the school districts to effectively engage in long-term planning and budgeting so they can meet this most important of responsibilities.

Thank you for your time and consideration. Should you have any questions, please feel free to contact my office.

Sincerely,



Suzanne M. Bump
Auditor of the Commonwealth

cc: Jeff Wulfson, Acting Commissioner of the Department of Elementary and Secondary Education
Robert A. DeLeo, Speaker of the House of Representatives
Harriette L. Chandler, Acting Senate President
Jeffrey Sánchez, Chair of House Committee on Ways and Means
Karen Spilka, Chair of Senate Committee on Ways and Means
Kimberly Ferguson, House Chair of the Regional Schools Caucus
Anne Gobi, Senate Chair of the Regional Schools Caucus



Attachment 10
January 18, 2018

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

Mitchell D. Chester, Ed.D.
Commissioner

May 23, 2017

Darryll McCall, Superintendent
Wachusett Public Schools
1745 Main Street
Jefferson, MA 01522

Dear Superintendent McCall:

I am writing to you regarding the 2018 administration of the National Assessment of Educational Progress (NAEP), also known as *The Nation's Report Card*. NAEP is the largest nationally representative measure of student achievement across the United States. I wish to inform you that the following schools in your district have been selected to participate in 2018 NAEP: Central Tree Middle and Thomas Prince. The NAEP assessment will be administered from January 29–March 9, 2018.

Public schools in Massachusetts selected for NAEP are required to participate under the Massachusetts Education Reform Act of 1993. Additionally, the Every Student Succeeds Act (ESSA) of 2015 requires states and school districts that receive funds under Title I of the Elementary and Secondary Education Act to participate in all activities related to NAEP assessments in reading and mathematics.

I request that you notify each principal of his/her school's selection for participation in the 2018 NAEP. In June, our state's NAEP State Coordinator will write to principals regarding their selection and inform them of their assigned assessment date.

Your district will play an important role by participating and I know that we will have your full support to make this a meaningful experience for both the schools and the selected students.

Thank you in advance for your cooperation and support. Should you have any questions, please contact Rebecca Bennett, NAEP State Coordinator for Massachusetts, at 781-338-3617 or rbennett@doe.mass.edu.

Sincerely,



Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

Copy: Michol Stapel, Associate Commissioner of Student Assessment

Enclosure: *NAEP 2018 Facts for Districts*

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622) and to collect students' education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). The information each student provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, student responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about students. Electronic submission of student information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

NAEP 2018

Facts for Districts

NAEP is an integral part of education in the United States.

- ▶ Elected officials, policymakers, and educators all use NAEP results to develop ways to improve education.
- ▶ NAEP is a congressionally mandated project administered by the National Center for Education Statistics, within the U.S. Department of Education and the Institute of Education Sciences.
- ▶ NAEP serves a different role than state assessments. While states have their own unique assessments with different content standards, the same NAEP assessment is administered in every state, providing a common measure of student achievement.
- ▶ Depending on the type of NAEP assessment that is administered, the data can be used to compare and understand the performance of demographic groups within your state, the nation, other states, and districts that participate in the Trial Urban District Assessment. NAEP is not designed to collect or report results for individual students, classrooms, or schools.
- ▶ To provide a better understanding of educational experiences and factors that may be related to students' learning, students, teachers, and principals who participate in NAEP are asked to complete survey questionnaires.




"The NAEP representatives were informative and provided specific instructions when administering the assessment. Their professionalism and knowledge before the assessment ensured that the students had a positive experience with NAEP."

- Amneris Montalvo, NAEP School Coordinator, Citrus Grove Middle School, Miami, FL

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what our nation's students know and can do in various subjects such as mathematics, reading, science, and writing, as well as civics, geography, technology and engineering literacy, and U.S. history. The results of NAEP are released as The Nation's Report Card.

District staff play an essential role in NAEP. Superintendents and district staff can work closely with principals to explain the importance of the assessment to teachers and participating students. When students take part in the assessment and give their best effort, NAEP gets the most accurate measure possible of student achievement across the country. The table below shows which subjects will be assessed in 2018. National results will be released for the civics, geography, U.S. history, and technology and engineering literacy assessments—information collected from pilots is used to prepare for future NAEP assessments.

The NAEP 2018 Program (January 29 to March 9, 2018)

Grade	Subject	Format		
		 Tablet	 Laptop	 Paper/Pencil
Grade 4	Reading (Special Studies)	✓		
	Science (Pilot)	✓		
Grade 8	Civics, Geography and U.S. History	✓		✓
	Technology and Engineering Literacy		✓	
	Reading (Special Study)	✓		
	Science (Pilot)	✓		
Grade 12	Mathematics (Pilot)	✓		
	Reading (Pilot/Special Study)	✓		
	Science (Pilot)	✓		



It's important to know...

NAEP was first administered in 1969 to measure student achievement nationally. In 1990, NAEP was administered at the state level for the first time. Students in grades 4 and 8 are currently assessed at the national and state levels in mathematics and reading every two years and in other subjects in alternating years. In 2002, NAEP began the Trial Urban District Assessment program, which measures student achievement in some of the nation's large urban districts. Students, teachers, and schools are asked to complete a survey questionnaire in order to provide valuable contextual information about participating students' educational experiences and opportunities to learn both in and out of the classroom.

Special studies are also conducted periodically. They are administered as part of NAEP and often involve special data collection procedures in the field, in-depth analyses of NAEP results, and evaluations of various technical procedures. For more information about NAEP special studies, visit <https://nces.ed.gov/nationsreportcard/studies>.

NAEP is considered the gold standard of assessments because of its high technical quality. From the development of assessment frameworks and questions to the reporting of results, NAEP represents the best thinking of assessment and content specialists, state education staff, and teachers from around the nation. NAEP is a trusted resource that measures student progress and helps inform policy decisions that improve education in the United States.

NAEP reports on results for different demographic groups rather than for individual students or schools. Within a school, just some of the student population participates, and student responses are combined with those from other participating students to produce the results. Student responses on NAEP are confidential*, and the privacy of each participating school and student is essential. Names of participating students never leave the school and are not associated with the digital or paper test booklet after the student takes the assessment.

NAEP uses a carefully designed sampling process. This process ensures that the schools and students selected are representative of schools and students across the United States. To ensure that the sample represents all students in the nation's schools, NAEP allows a broad range of accommodations for students with disabilities and English language learners.

NAEP is designed to cause minimal disruption of classroom instruction. Including transition time, directions, and the completion of a survey questionnaire, it takes approximately 120 minutes for students to complete digital assessments and up to 90 minutes for students to complete paper-and-pencil assessments. Each student will be assessed in one format and one subject only. Teachers do not need to prepare their students to take the assessment but should encourage them to do their best. NAEP representatives provide significant support to your district's schools by working with the designated coordinator in each school to organize assessment activities. NAEP representatives will bring all necessary materials and equipment to schools on assessment day. Schools will only need to provide space for students to take the assessment, desks or tables, and an adequate number of electrical outlets in the assessment location—schools will not need to provide internet access.

NAEP items can be used as a helpful educational resource in the classroom. Teachers and district staff can use the NAEP Questions Tool at <http://nces.ed.gov/nationsreportcard/nqt> to see how students' performance compares nationally on specific items. Released NAEP items come with a scoring guide, sample student responses, and performance data.

District and school staff can also

- ▶ view results, depending on the type of assessment, for the nation, states, and selected urban districts over time;
- ▶ compare results for various demographic groups; and
- ▶ access information designed for teachers, students, and parents.

Visit the NAEP website at <http://nces.ed.gov/nationsreportcard> to access this information and more.

*The information each student provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, student responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every National Center for Education Statistics (NCES) employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about students. Electronic submission of student information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement of 2015. The collected information will be combined across respondents to produce statistical reports.



Get NAEP on the go with the *NAEP Results* mobile app
Download it today on Google Play

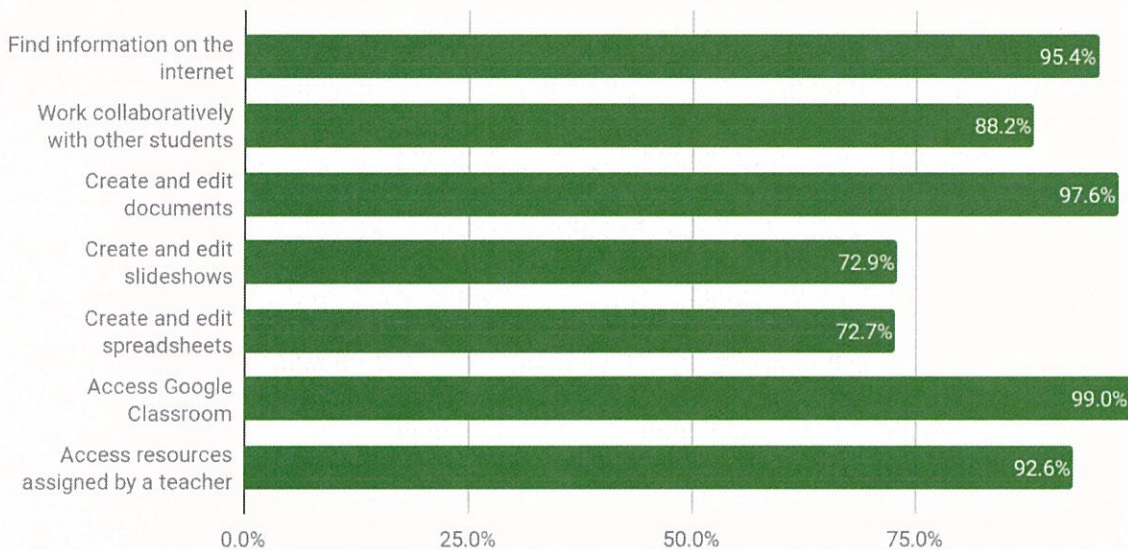
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Goal #1 - Student Learning - By April 2018, 80% of freshmen surveyed will have used their Chromebooks on a weekly basis to complete classwork and/or homework, conduct research, and collaborate with peers. Data will be aggregated to reflect the results of surveys conducted during the school year and baselines will be defined related to Chromebook usage.

The following information pertains to initial survey conducted during Freshman Seminar to all 9th grade students:

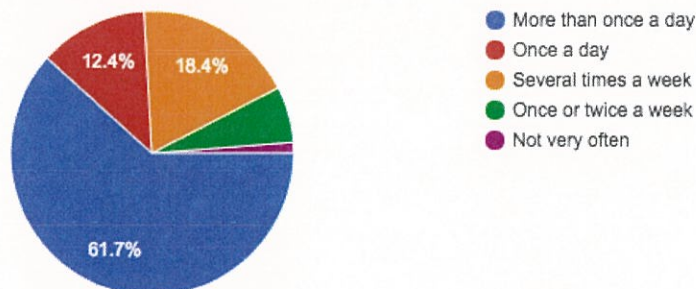
Which tasks have you used your Chromebook to perform at school?



The chart above reflects certain tasks in which students participate utilizing their Chromebooks.

How often do you use your Chromebook in school?

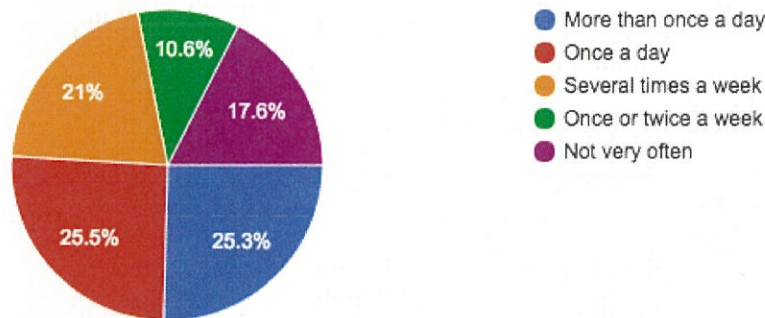
501 responses



Almost 75% of all students surveyed use their Chromebooks at least once a day in school. Over 92% of the students surveyed said that they used their Chromebook at least several times a week in school.

How often do you use your Chromebook for schoolwork at home?

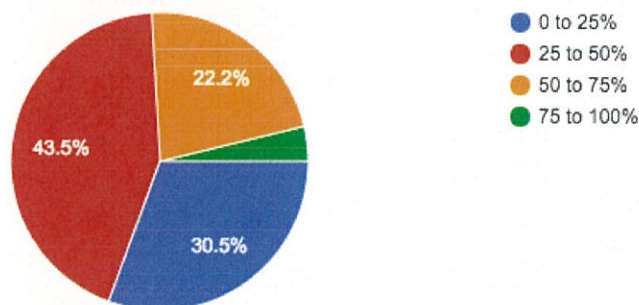
501 responses



In terms of Chromebook usage at home, over 50% of students surveyed said they use it at least once a day. Over 70% of students said they use the Chromebook at home for schoolwork at least several times a week.

When doing homework, approximately what percentage of the time do you use your Chromebook?

501 responses



When surveyed, a quarter of the students said they use their Chromebooks to do homework 50% or more the time. Close to half of the students use their Chromebooks between 25% and 50% of the time to complete homework.

Goal #2 - Professional Practice - By April 2018, the superintendent will align administrator goal setting and evaluation procedures to both DESE and district standards.

The following samples of administrator and teacher goals are examples of how administrators and teachers are working together to align goals with the Strategic Plan and/or a School Improvement Plan:

Administrative samples

Goal - 90% of students in grades K-2 will meet grade level literacy proficiency as measured by DRA benchmark data for grade by May, 2018.

Rationale: All students should be held to a high standard or learning expectations. Teachers should be able to utilize standard assessment tools to track student data which in turn should directly influence and drive their instruction to meet the individual needs of their learners.

Goal - By June, 2018, this administrator will increase parent and family communication by utilizing 1 or more new method of communication.

Rationale: To engage families and the community in student learning in a timely and responsive way , increase the type of technology utilized as a communication tool, to help ensure student safety, health and well-being

Professional Practice - Actions

Goal #1 - Professional Practice

By June 1, 2018, 80% of staff will respond that feedback from the principal is timely, targeted and constructive as measured by an end of the year survey.

Rationale: The district is working to better align its teacher evaluation system with state standards to ensure that teachers are receiving valid and reliable feedback that can be used to improve practice.

Goal #2 - Student Learning Goal - By Spring of 2020, 90% of students in Kindergarten-5th grades will meet grade level expectations for reading skills as described in the MA Frameworks using DRA and AIMSweb reading assessments.

Teacher Samples

By June 2019, 80% of students will be proficient narrative writers based on the Empowering Writers narrative rubric. Aligned with WRSD Strategic Plan 3B.

-Students will produce a coherent and grade appropriate narrative using the following guidelines through direct instruction, modeling, and conferencing:

- dialogue
- spelling/grammar
- staying on topic
- engaging the reader
- writing for a specific audience

Teach 2017 Massachusetts Science and Technology/Engineering standards to mastery through the use of Stemscores program. All standards will be addressed, and 80% of students will score proficient or higher on unit assessments. Aligned with WRSD Strategic Plan 2A.

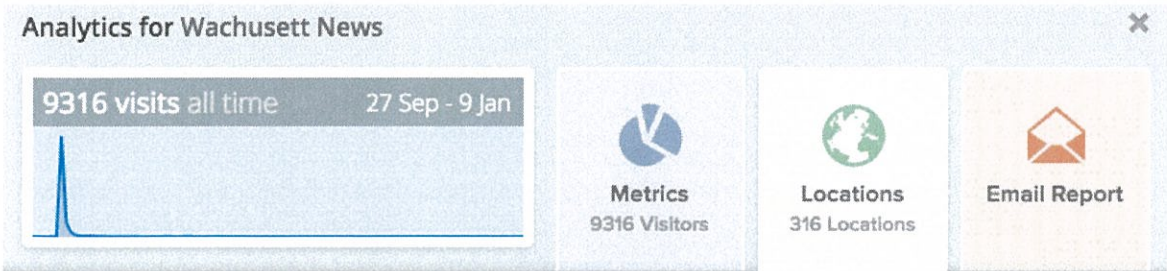
MCAS science scores will improve by 5% yearly.

First grade students will be able to operate a variety of computing systems (e.g, turn on, use input/output devices such as a mouse, keyboard, or touchscreen; find, navigate, launch a program) and efficiently use digital tools (e.g., open/close, find, save/print, navigate, use input/output devices) in the classroom. Progress will be measured through the use of a teacher created performance assessment task which will be administered at the beginning and end of the year.

By spring 2018, students will demonstrate growth by increasing their reading levels by at least 2 DRA2 levels (ex. a student reading at a DRA2 16 will increase by at least 2 levels to a DRA2 level 20 or higher). While the below-benchmark students may not end the year above grade 3 benchmark, they will make significant progress and be in a position to continue their growth in the following year. Students above fall benchmark of DRA2 level 30, will increase by at least 2 reading levels, but not exceed the grade 3 ceiling of DRA2 level 40.

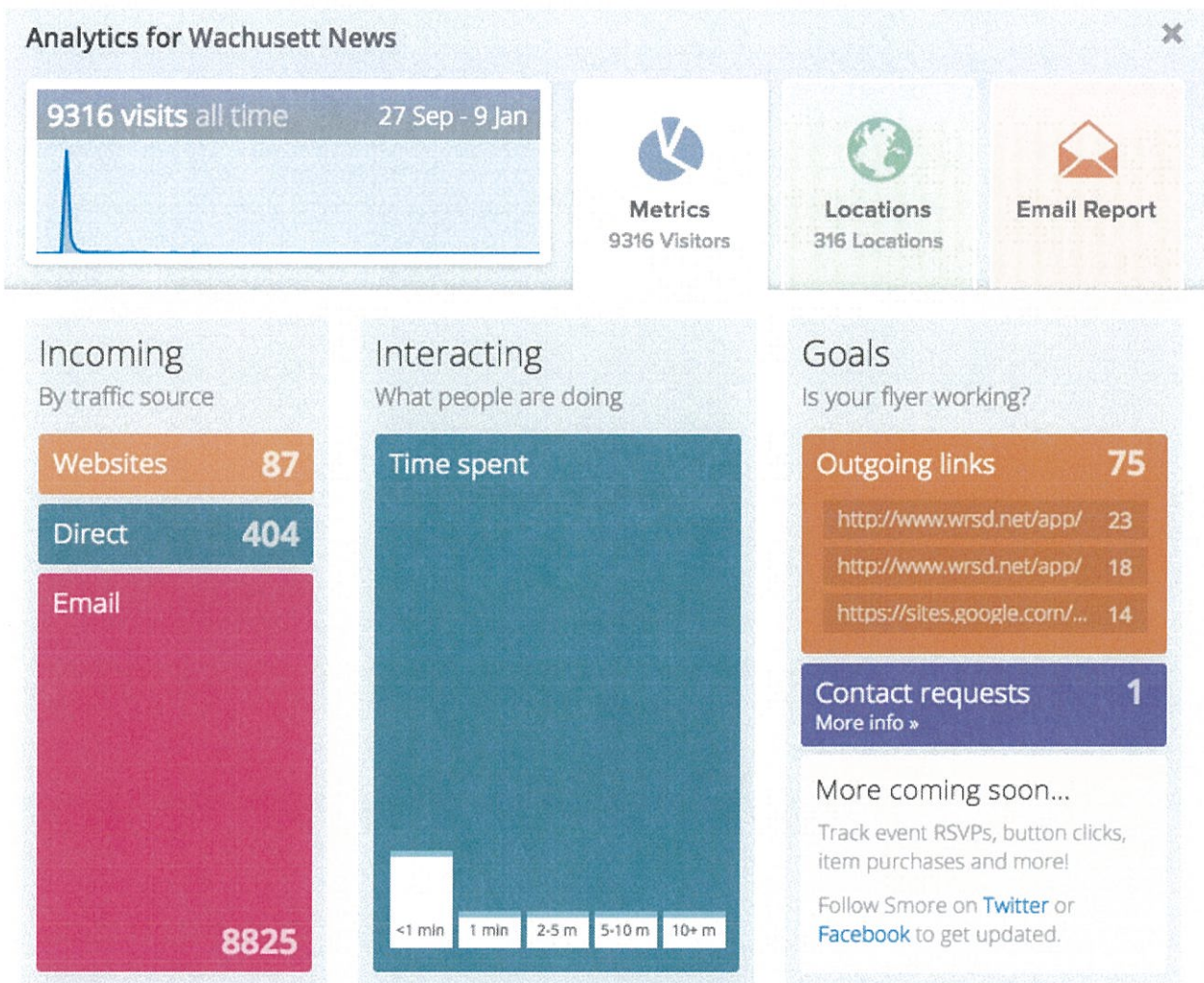
Using fifth grade math assessment aligned with the district's priority standards, identified students will show growth in areas of math weakness. Using classroom data and observations, teachers will identify students in need of RTI support. RTI students will be given a pre-assessment to determine a baseline of knowledge. The same test will be given as a post assessment with the goal being each student achieving 80% or higher on the post test.

Goal #3 - District Improvement Goal - 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.



Visitors by location | Where did visits come from?





The first screenshot from the page 6 shows all of the locations from around the globe where parents, students, relatives and more have accessed the first Smore Newsletter that was sent out in late September. The above screenshot shows the number of recipients who have accessed the same Smore Newsletter. The Early Fall Wachusett News has been viewed over 9,300 times since it was published.

A survey on communication will be sent out to all families the last week of January.

Summary of Principals' Reports – January 2018

Topic: *Update on/Status of School Improvement Plans*

Early Childhood Center

Goal 1 Responding to Student Learning Needs

Professional development has been planned for the 2017-2018 school year with an emphasis on MA Standards for Preschool Literacy and Math in the hopes of providing an aligned curriculum that articulates common, well-defined learning outcomes. The teaching staff is excited after beginning to investigate the Fountas and Pinnell *Literacy Beginnings*. On the last Professional Development Day Section One-Living and Learning in the PreK Classroom was summarized and discussed with an emphasis on building a community of learners, promoting constructive learning, engaging children in inquiry, and providing an engaging environment for learning. The PD planned for later this month will encompass utilizing the PreK Continuum to plan for and assess teaching, and re-examine the critical role of language in learning for both English speaking students and English language learners.

Goal 2 Acting upon Student Learning Data

Our initial benchmark assessments were completed in October 2017. The mid-cycle benchmark assessments will be administered on January 24th. After evaluating and analyzing the results, the teaching staff will recommend groups of students for *Response to Intervention* which will be conducted in the general education setting by teachers, paraprofessionals, and/or service providers. The students receiving RTI will be informally assessed every four weeks.

Goal 3 Integrating Technology into Instructional Practices

It was hoped that we would acquire additional devices through the Fund Code 298 grant this year as we have for the past 14 years; however, we were notified late fall 2017 that we would not qualify. This is a discretionary grant program for Early Childhood Special Education in public preschools who serve children aged 3-5 with disabilities. This year the grant priority was being made on a limited basis only for those school districts that were participating in the State Systemic Improvement Plan (SSIP) project. The anticipated outcome was that staff would regularly use technology to support student learning and enhance student engagement. The staff does have access to two iPads for student use that they can sign out of the office on a daily basis.

Goal 4 Improving the Social/Emotional and Health Needs of All Students

Several inclusion teachers have student-centered goals around social/emotional health. They collected pre-assessment data during the month of November 2017 regarding the student's ability to recognize emotion in others. They will promote prosocial behavior throughout the school year (mindfulness, Second Step, kindness hearts). Formative assessments will occur this month and summative assessment will occur in May 2018. The school psychologist is supporting the teachers by sharing weekly blogs, webinars, and literature in this regard.

Submitted by Pat Ottaviano, Principal

Wachusett Regional High School

1. Increase student performance on MCAS for the high needs students in science, math, and English.

The data team met in the start of the school year and has morphed into an MCAS group where we meet with department heads (math, ELA, science, and special education) in order to discuss and implement strategies. Department Heads from these areas have met with teachers and disseminated plans and strategies for students to be as prepared as possible for the MCAS exam. High needs students were identified and will receive “extra” instruction in ASR classes and after school MCAS extra help.

2. Provide students with the knowledge and resources to cope and adjust to a variety of social and emotional challenges in their lives.

We have offered more “groups” led by school psychologists and our adjustment counselor that deal with social emotional difficulties; still in planning stages for SOS (Signs of Suicide) implementation (spring). During mid-year exams we will have three days of mindfulness sessions taking place in the Black Box Theater.

The goal is to help reduce stress that students may be under as a result of the added burden of mid-year exams.

3. Increase the effective use of technology in the educational process for all students.

We have offered technology professional development on the full professional development day for all staff. During each of the half professional development days, departments are running PD based on their departmental goals which reflect one aspect of our SIP, in many cases this is chromebook and technology usage. Freshmen class has been surveyed and resulting data depicts strong Chromebook usage throughout their classes.

4. Develop and implement Power Standards for all core academic courses.

Power Standards have been introduced to all departments at a meeting in November. As a result, some departments have chosen to take this goal on sooner while others will address other goals first (such as technology). The Social Studies Department is one of the departments that have fully engaged in this goal and as such have begun to make adjustments to curriculum and corresponding mid-year exams. This is a long term goal.

Submitted by Bill Beando, Principal

Davis Hill Elementary School

The Davis Hill SIMCO has reviewed and made various edits to last year’s School Improvement Plan over the course of our first series of meetings. Our focus was to ensure that the goals written as a part of the SIP are written in a SMART format and are measurable.

While there may still be minor changes and edits depending on feedback provided to our SIMCO, the information below related to our goals and action planning should be considered our focus at this time.

Goal 1: By June of 2020 100% of Davis Hill students will receive instruction by staff members who incorporate priority standards into weekly/bi-weekly lesson planning and have clearly defined expectations for mastery/proficiency as related to the standards across all grades and subject areas, as measured by classroom/grade level meeting observations.

Rationale: If Davis Hill School professional staff have common, well defined learning outcomes identified for all grade levels, then our staff will have the ability to monitor student learning with increased proficiency in order to ensure student growth.

Progress: Our staff continues to work on integrating priority standards into lesson planning and monitoring progress (student learning) via common and District assessments. Grade levels meet bi-weekly with building administration in order to support the integration of the priority standards into lesson and unit planning. This work has been focused on math standards and integrating ELA standards. Our focus is changing the discussion from a focus on coverage (i.e. Module 1) to a focus on skill development (students will be able to fluently add and subtract within 20).

Goal 2: 90% of Davis Hill students will meet K-5 grade level literacy and mathematics proficiency as measured by identified grade level benchmarks using DRA and building developed grade level post assessments.

Rationale: If Davis Hill staff members utilize common/benchmark assessments to identify and support the use of highly effective instructional strategies and practices, then Davis Hill students will have improved ability to meet their targeted learning goals.

Progress: Our staff continues to focus on the development of common assessments to measure student progress and/or attainment of identified priority standards. This is a slow process; however, we continue to use the District benchmark assessments and our newer common assessments to evaluate student growth (and ideally use to support the use and refinement of highly effective instructional practices). Different grade levels are at different points in this process; however, we continue to work toward the same outcomes. Progress on this goal in regard to DRA assessment will be clearer after the winter benchmark conference period is complete. This is a highly challenging goal and one that we will strive to achieve.

Goal 3: By June of 2019, 100% of grade level teams will report (using survey developed with staff input) that they are provided with structures for collaboration. Structures for collaboration include: meeting time, data, goals, opportunities to identify areas of need and support/training mechanisms to increase skills.

Rational: If Davis Hill staff members have a structured and consistent process for collaboration and professional learning, then staff utilization of highly effective instructional practices will increase, subsequently, leading to improved student learning outcomes.

Progress: Our focus for our grade level teams continues to follow the principles in the guide below:

<u>3 Big Ideas</u>	<u>4 Questions</u>
<ul style="list-style-type: none"><input type="checkbox"/> Our focus is on what students are learning and how they are progressing.<input type="checkbox"/> We agree to take collective responsibility for the success of all our students (Davis Hill K-5).<input type="checkbox"/> Results drive our actions (All educational practices are reviewed and assessed for effectiveness).	<ul style="list-style-type: none"><input type="checkbox"/> What do we expect our students to learn? (Priority standards, standards, benchmarks, outcomes)<input type="checkbox"/> How do we know if they have learned it? (Common assessments, mastery/ proficiency levels, observable outcomes-Students will be able to...)<input type="checkbox"/> How do we respond when some students do not learn? (RTI, supports, effective strategies)<input type="checkbox"/> How do we respond when some students already know it? (Enriching content, ensuring growth for all)

With this guide, our grade level teams meet regularly with shared agendas that are focused on the goals associated with this plan and are focused on student learning.

As a result of our ability to meet more frequently (as mentioned previously), our focus on strategic objectives and common assessment practices, we have made strong strides toward achieving this goal this year. Our meetings are focused, centered on student learning, and geared toward building practices and procedures that will ensure that Davis Hill's professional culture is one that is focused on student learning objectives.

That said, it is also the opinion of the administration that Davis Hill will require an additional support mechanism to ensure that we have teacher representation supporting our ability to achieve our goals and map our future. To this end, we have created a Davis Hill Improvement Team. The following was sent out as a description for the team:

The ***Davis Hill School Improvement Team*** will use a collaborative small group approach geared towards consulting and creating improvements in our building, including but not limited to:

- Planning the steps necessary to achieve our School Improvement Plan goals
- Student achievement/ assessment
- Scheduling (building-wide)
- Pacing of curriculum
- Building needs (painting, usage of space)
- School-wide Social Emotional Learning needs/All School Meeting

The improvement team is comprised of four classroom teachers, one special education teacher, and the administration. The improvement team has convened, and is in the

process of prioritizing objectives for the remainder of the year and beyond (the commitment for the team was through December of 2019 to support consistency into next year).

Goal 4: By June of 2019, 100% of Davis Hill teaching staff members will utilize student survey information to provide targeted social emotional instruction and/or support to students.

Rational: If Davis Hill School staff implements cohesive, consistent, and research-based practices that promote a healthy school climate and support social-emotional learning and growth, then our students will maximize their learning potential.

Progress: Last year we made strides in achieving our SEL related goal. Our interim objectives included the following:

1. Staff will use consistent procedures for maintaining behavioral expectations for all school environments (hallway, recess equipment, cafeteria, etc.).
2. Staff will provide Tier 1 skill instruction using research-based resources (Responsive Classroom, 2nd Step, Mind Up/etc.) to all students, K-5.
3. Staff will provide a system for supporting 'At-Risk' and/or special needs students utilizing a tiered system of intervention support.

Our ability to firm up behavioral expectations for all school environments has been achieved. Staff rubrics for recess, cafeteria, and duty expectations have been created and distributed to all staff. Our language (i.e. safe, kind, walking feet/indoor voices, calm bodies) is used consistently to remind students of general expectations. Our core value words (Pride, Respect, Responsibility and Excellence) are used to promote positive behavioral choices consistently. Staff members routinely utilize Responsive Classroom techniques, such as logical consequences and morning meeting. Second Step and Mind Up curriculum are being used to support Tier 1 skill development for the social competencies. Further, our Buildingbased Clinical Team, in combination with our Student Intervention Team, monitors 'at-risk' students, and with the support of our School Psychologist and teachers, work with students and parents to support student emotional and behavioral needs. While we have made strides, it is evident that more consistent use of Tier 1 and Tier 2 practices will need to be reviewed.

To this end, we did change the goal in the SIP to be related to the District's use of the Panorama survey tool. With this tool in place (or a similar survey mechanism), we hope to be able to use the results to structure our SEL support in a manner that will maximize the impact on our students. That may mean structuring different types of support; however, with the data at our disposal, ideally staff members will be able to target specific student needs for maximum impact. We are in the very early stages of this process, but we are excited about opportunity using this tool may provide.

Submitted by Jay Norton, Principal

Dawson Elementary School

Goal 1: Effective Instruction

In January, students in all grades will participate in mid-year assessments including Aimsweb and DRA. The purpose of these formative assessments is to track student progress to be able to respond with instructional support as needed. Following analysis of mid-year student benchmark data teachers will re-established appropriate reading groups for all students and provide responsive instructional practices to meet the needs of all learners, including those students who are meeting grade level expectations and are in need of enrichment. This administrator plans to attend grade level meetings at the end of January to support teachers in analyzing student data and helping teachers in developing responsive instructional plans to meet student needs.

Students who are not meeting grade level benchmark in January will continue to participate in a variety of instructional interventions including reading groups which will target individual areas of need specific to the student's learning. Such groups may focus on letter recognition/sounds, automaticity, fluency, phonics, or comprehension. Students with the lowest DRA reading scores will participate in Lexia online learning. The grade K-3 Special Education teacher is collaborating with classroom teachers to respond to individual student needs and is available to provide RTI learning opportunities for specific learners.

The Dawson School has been approved to participate in a pilot through Lexia. The pilot will offer our students the opportunity to take part in two reading assessments during the month of March. The data collected from this pilot will provide teachers with specific instructional lessons and interventions that can be used to address individual student reading needs. This will give 100% of students at Dawson the ability to use the CORE5 learning tool both during school hours and also at home.

Dawson educators are being provided time for vertical collaboration to support curriculum mapping in the content areas of Math, ELA, Social Studies and Science. Our school improvement team which focuses on curriculum and instruction meets monthly.

The Deputy Superintendent met with the District kindergarten team at the Dawson School on December 18, 2017 to introduce the Fountas and Pinnell curriculum and discuss the implementation plan.

This administrator will attend a literacy training on Friday, January 19th, accompanied by the grade K-3 Special Education teacher which focuses on strategies and interventions for struggling readers.

Goal 2: Collaboration as Professional Learners

Teachers continue to meet monthly in collaborative School Improvement (SIP) PLC teams. Each team prioritizes one of the school improvement goals where teachers can offer their area of expertise and interest in specific topics to address school goals. Our SIP PLC teams provide an opportunity for vertical collaboration which is a school-wide priority. Grade level teams meet weekly or bi-weekly for curriculum calibration and

mapping, analysis of student data, and to share common instructional practices. Additionally, educators are able to collaborate during staff meetings and on professional development days to share instructional practices and to begin to analyze student data to change and drive their instructional practices.

This administrator offers monthly paraprofessional staff meetings to address paraprofessional concerns, gain input from paraprofessional staff, and to share school updates. Dawson's Student Assistance Team (SAT) meets weekly to respond to priority student learning needs. During SAT, educators in both regular education and special education collaborate to offer instructional practices in response to student data and areas of learning concerns.

It is the goal of this administrator to prioritize time for continued educator collaboration both grade based and in vertical teams. Educators have found this model highly useful for curriculum planning and standard alignment.

Goal 3: Social-Emotional Learning

January's social-emotional learning is targeting Respectfulness. Students will participate in an all-school assembly, where students/classrooms/teachers will perform plays, poems, songs and/or present information targeting Respect. This assembly will also highlight the importance and history of MLK. Upcoming in February, the Dawson School will benefit from a performance from the TIGER Performance Group from Plymouth State College. This assembly will highlight Kindness and the importance of being a good friend and is sponsored by the Dawson PTA. Teachers reinforce the learning from the all school assemblies in their classrooms by using a PBIS. Teachers are also using the Second Step curriculum in the classrooms to teach social-emotional learning, participating in the Mind Up Curriculum and the Social Thinking curriculum "Superflex".

Two School Improvement (SIP) PLC teams continue to meet monthly to focus on social-emotional learning. One of the PLC teams helped to plan the upcoming all-school assembly. Administration is working closely with one of the school improvement teams to continue to define expected behavior as modeled in hallways, bus lines, on the bus, and in the classroom. Students have begun to participate in full group instructional learning taught by our Assistant Principal focusing on expected behavior.

Students in grade 5 have the opportunity to learn leadership skills through Student Council and the Peer Leadership Program. The Peer Leadership Program is defining specific projects and initiatives to address at Dawson. Students at Dawson are playing a significant role in defining and implementing these initiatives. During the month of December, Student Council students had the opportunity to do a lesson with all grade levels which taught how to use new playground materials respectfully. At Dawson we continue to provide opportunities for peer to peer learning and student leadership development as a part of our social-emotional learning.

Goal 4: Technology Integration

Dawson has five Chromecarts to utilize school-wide. On January 11 the Dawson PTA approved the purchase of an additional Chromecart. . The School Improvement Technology team has offered to create a more efficient calendar for each of the Chromecarts to make them accessible to all Dawson classrooms and to maximize usage.

Students in all grades are using technology integration in their learning. Last month this administrator observed a grade 2 classroom teaching a classroom of peers how to use their login information to use the chromebooks. Teachers and students in some classrooms are using classroom DoJo to track student behavior, communicate with families, and share classroom work with their families.

On the January 25th professional development half day, all Dawson educators will benefit from a technology training focusing on Google, Google Classroom, and Google Read-Write. Staff have prioritized technology training as a goal for the year. Several educators have attended technology trainings which have increased their knowledge of online learning tools and resources. We plan to continue to prioritize collaborative staff time for educators to share their new knowledge through teacher-teacher learning.

Students in Grades 3-5 will have more opportunities to practice on the chromebooks in preparation for the next generation MCAS which will be administered online in the spring. This administrator attended an online training on January 11th which explained Accessibility Features associated with the online MCAS assessment. A follow-up training is being facilitated on January 18th. Teachers are using the Pearson online learning tool to help prepare themselves and their students for the online assessment.

Submitted by Shannon Bischoff, Interim Principal

Mayo Elementary School

Mayo's School Improvement Plan has been revised and updated. Dates of implementation have been changed to 2017 - 2020 school years. Changes reflect the state's shift in MCAS scoring and reporting. Now that the state uses performance designations of Not Meeting Expectations, Partially Meeting Expectations, Meeting Expectations, and Exceeding Expectations, our academic goals are reworded to state: The percent of students Meeting and Exceeding Expectations on MCAS testing will increase by 5% each year.

Our social/emotional goal focuses on a Positive School Culture. Based on data collected regarding discipline issues, we see that children who have sensory integration issues and those on the autism spectrum often have difficulty regulating their responses during social time, especially recess. As a result, we have reworded our second goal on our SIP to focus on these students.

Science remains as our third goal. As we work through this goal, we continue to work with District level support staff to define resources and help align our program with the others in the District. Success will depend to some degree on District funding for resources and continuity among the District schools and grade levels.

Our 4th goal has been altered to reflect a focus on advancing teachers' expertise and comfort with technology tools so that students can develop the skills necessary to navigate our changing expectations for academics and future work.

Teachers have had an opportunity to review the SIP online since December, and again at our January staff meeting. It remains open for their review until our next School Council meeting in January.

Submitted by Julie Carter, Principal

Mountview Middle School

Technology Integration:

Mountview Middle School is fortunate to have 720 student Chromebooks and a Chromebook for each faculty member. We are also fortunate to have a robust and reliable WiFi network in our new school. We found that the key to Chromebook use was to distribute the hardware to faculty members first so that they could appreciate the ease of use and to start to discover the many applications that tie in to Google and Google Classroom prior to the opening of our new school in April of 2016. As a result of these initial steps, faculty members quickly adopted Chromebook use for themselves using them for grading, posting to classroom websites and exploring instructional and productivity applications.

When students were given access to Chromebooks in April of 2016, they were literally utilized on the first day of school in the new building. Faculty members quickly discovered the benefits of using Google Classroom and began to utilize those classroom pages to post assignments, collect homework assignments electronically, and to use some of the instructional applications within the classroom setting.

While students and faculty members have made great strides in the use of Chromebooks, there is still so much more available to explore. On a professional development day held in the spring, several of our faculty members taught staff how to use programs such as Google Forms, Flubaroo to assist in correcting student work, and Edulastic to create online assessments. Use of technology is widespread at Mountview and the best part is that it is so seamlessly used that it is simply part of their routine each day.

January Update: Ongoing daily use of Chromebooks for instructional purposes.

Student Social-Emotional and Health Need:

As many other WRSD schools have experienced in the past years, student social and emotional well-being has been a focus of our attention. To support faculty in working with students, we are bringing in an outside presenter named Lynne Griffin. Lynn will present to faculty members on November 9 and two subsequent half day professional development days on the integration of social emotional support strategies into daily lessons and routines. We are excited to bring Lynne to Mountview and to equip our faculty members with the tools they need to support our students in need.

In November, Mountview will present the Signs of Suicide (SOS) program to our eighth graders. This comprehensive program is research-based and highly acclaimed program that teaches kids that there are alternatives to suicide and equips them with strategies to reach out for help. As part of the program, students complete an exit survey which allows Mountview guidance to meet individually with those in need to ensure that they receive the support they need. Mountview plans to give the same presentation to our seventh graders this spring and will then present this to our seventh graders on an annual basis so that students receive this information earlier in their academic career.

January Update: We are preparing for our grade 7 presentation of SOS (Signs of Suicide) scheduled for early March. We are also working to share information with the other middle schools and the Wachusett Regional High School on our eighth grade SOS presentation to see if there are common themes or patterns that we should address in a uniform manner.

Mathematics Improvement:

Mountview has been relatively successful with regard to MCAS results. With MCAS 2.0 and computer-based testing taking place, we aim to continue our tradition of success. A particular focus for us this year is to best support students who are considered “High Needs” meaning that they fall under one or more of the following subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch). We are measured by the growth each student demonstrates on MCAS testing. Our specific focus is to have our “High Needs” students receive a student growth percentile of 51 or higher on the 2018 MCAS test. To move Mountview students toward that goal involves the creation of student watch lists, holding meetings with groups and individual mathematics teachers to discuss student progress and challenges to reaching that goal.

January Update: We have a half day professional development day scheduled for Thursday, January 25. We will continue the process of reviewing student watch lists, identifying students who may need additional instructional services or remedial supports, setting up parent meetings, and planning for the remaining months leading up to MCAS testing.

Curriculum Alignment:

Ensuring that the curriculum is aligned and fully taught in each subject area is our final goal. Staff began this process reviewing the curriculum for their respective grade level and subject area and identified key concepts that were deemed of highest value. Teacher teams are now working to develop pacing guides to ensure that proper time and attention is being given to these topics and finally, assessments will be developed to ensure that the quality of instruction is similar regardless of the particular teacher a student may have. This goal is in its early stages and we plan to utilize several upcoming half-day professional development days and faculty meetings to achieve success with this goal.

January Update: We have a half day professional development day scheduled for Thursday, January 25. We will continue the process of reviewing pacing guides and

ensuring that there is consistency and fidelity in teaching the curriculum in all subjects and grade levels.

Submitted by Erik Githmark, Principal

Paxton Center School

1. By Spring of 2020, 90% of students in Kindergarten-5th grades will meet grade level expectations for reading skills as described in the MA Frameworks using DRA and AIMSweb reading assessments.
 - a. In December, we completed the second round of WIN meetings with grades 1-5. Each meeting was one hour long. The focus was on looking at students in each grade level in terms of progress in Reading Foundational Skills as described in that grade level or the previous grade level standards. Teachers are identifying basic skills, intervention and assessment tools to work on 'watch list' students foundation reading skills.
 - b. In December, we met in two grade groupings (K&1; 2&3; 4&5; 6, 7, 8) to discuss curriculum inconsistencies, strengths and weaknesses grade levels see as students move ahead to next grade. This meeting gave teachers an opportunity to share some positive things going on in their classrooms, ideas for interventions and assessments in ELA.
2. By June 2019, 100% of students in grades 4-8 will be able to assert and defend claims in writing to show what they know about a given topic as measured by locally developed grade specific writing rubrics.
 - a. In Art and Music, middle school students have been developing skills in writing opinions of art or music pieces and using evidence to back up their opinions.
 - b. Students in grades 7 and 8 have continued to work an hour each week on Genius Hour projects. Teachers have adopted different approaches to this. In general, however, students are working on identifying topics that would be deep enough to research, developing thick questions, assessing value in resources, developing critical reasoning skills.
 - c. Students in grades 7 and 8 have been using 'Reading like a Historian' with each unit of study. The Reading like a Historian curriculum engages students in historical inquiry. Each lesson revolves around a central historical question and features a set of primary documents designed for groups of students with a range of reading skills. This curriculum teaches students how to investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and close reading. Instead of memorizing historical facts, students evaluate the trustworthiness of multiple perspectives on historical issues and learn to make historical claims backed by documentary evidence
3. By spring of 2020, 80% of students in 3rd - 8th grades will meet grade level expectations as described in the MA Frameworks measured by end of module assessments in the Eureka and Big Ideas math programs.
 - a. The RF skills focus has required quite a bit of teacher time to identify and implement assessment and intervention tools for skills that they might not have in the past had to teach.
 - b. Grade 5 has been using the Edulastic to give students the end of module Eureka math tests. The teachers are working with the Curriculum Supervisor on how to

- best use this assessment tool to assess and inform instruction in math.
- c. In December, we met in two grade groupings (K&1; 2&3; 4&5; 6, 7, 8) to discuss curriculum inconsistencies, strengths and weaknesses grade levels see as students move ahead to next grade. This meeting gave teachers an opportunity to share some positive things going on in their classrooms, ideas for interventions and assessments in Math.
4. On average, by spring of 2020, students in grades K-8 will demonstrate an increased understanding of skills in the following areas: social awareness, self-awareness, relationship skills, decision making and self-management, as measured by a pre-post survey.
 - a. Every grade level, K-8, has dedicated SEL blocks in their schedule to proactively developing children's skills for recognizing and managing emotions, empathy, positive relationships, and problem solving. K-5 has a daily slot for 20-30 minutes; 6-8 has 30 minute slot twice per week.
 - b. A few of the elementary classrooms are piloting Open Circle for their SEL blocks. Students gather to discuss a specific topic, such as giving and receiving compliments. Students are given key concepts that are reviewed each day that topic is the focus. They are asked to try out the skill and report back to the group.
 - c. Other resources being used include the MARC program and lessons to address anti-bullying strategies, and Teaching Tolerance which provides lessons to address the core competencies of social emotional learning.
 5. As a result of full adoption of new science standards, after three years students in grade 5 will improve MCAS science percentage of Proficient and Advanced from an average of 75% to 80%; students in grade 8 will improve from 69% to 74%
 - a. Third grade teachers are introducing the science standards with Mystery Science. This on-line program gives plenty of visuals to each concept. Every lesson begins with a mystery that hooks the students, then a story is narrated with images and videos and punctuated with opportunities for discussion. Every lesson concludes with simple hands-on activities. Science blocks have been expanded to facilitate the use of more lab experiences to increase student engagement and understanding of science concepts through these experiences.

Submitted by Kathi McCollum, Principal

Thomas Prince School

Goal 1: By June 2018, 100% of Thomas Prince Students will demonstrate a mastery of design process thinking as measured by PLTW assessments and end of year teacher, parents, and student surveys

TPS K-5 teachers are being trained in PLTW (Project Lead the Way) Launch and will be credentialed to teach PLTW by January 25th. This is a 16 hour training that began on November 9th. TPS middle school students are taking Design and Modeling, Green Architecture, and the Science of Technology. Additionally, our STEAM/PLTW consultant is working to set up systems and procedures in the STEAM Lab that will allow all K-5 teachers to use that space to teach PLTW modules as well as other STEAM lessons.

Goal 2: 100% of Thomas Prince students will demonstrate a minimum of one STEM competency as defined by the PLTW rubric by June 2018.

The TPS Instructional Leadership Team is identifying 2-3 STEAM competencies that we will focus on as a whole school. Once these have been determined, they will be communicated to the entire staff and we will focus on integrating the explicit teaching of these competencies into our daily teaching and advisory curriculum. We have a strong foundation from which to work because these competencies will be hardwired to our PBIS core values and behavioral expectations matrix.

The middle school faculty have written a mission statement that will guide their work: *Through collaboration, thoughtful alignment and intentional flexibility, the middle school at TPS prepares students for college, career, and thoughtful citizenship using data and evidence-based practices to develop STEAM competencies while validating and respecting the child through a holistic approach to education. The TPS middle school embraces student voice, diversity, choice, and passion as we ready our students to be well-rounded, global citizen.*

Goal 3: 100% of students in grades K-3 will show growth in DRA scores; 95% of students will achieve WRSD grade level DRA benchmark by the end of 2018.

The K-3 teachers are working with the school psychologist to develop more interventions that can be used as part of our RtI system at Thomas Prince. Additionally, we have weekly student support meetings to progress monitor students who have not met benchmark.

Submitted by Tammy Boyle, Interim Principal

Central Tree Middle School

- By the end of the 2018-2019 school year, all teachers of core subjects (math, science, social studies, ELA) will organize and analyze results from a variety of assessment methods to determine student understanding, identify appropriate intervention strategies for students, and adjust instructional practices accordingly as measured by CPT minutes and meeting observations

This continues to be a concentrated focus for the CTMS staff. Our goal for the end of the 2017/18 school year is to have two common assessments for each grade, each subject, and then by the end of the 2018-2019 year to have four common assessments for each grade, each subject.

As a staff, we feel like we continue to be on pace to accomplish this goal and will continue to allow time for staff to work on creating, refining and analyzing the quarterly common assessments during CPT (Common Planning Time).

- By the end of the 2018-2019 school year, students will demonstrate an increased understanding of social/emotional skills in the identified targeted areas as measured by an end of the year Panorama SEL survey.

The roll out happened on November 27th and to date they have delivered six lessons to all three grades. The lessons have been well received by staff and students alike.

Administration, the School Counselor and Psychologist all feel we are in a good place with this goal and look forward to comparing the Panorama results from last year to this year.

Please note that the above is our 2017-2018 Action Plan for CTMS. The three other goals in the 2016-2019 SIP:

- Goal Alignment
- Increased systematic collaboration within school and across district
- Development of tiered intervention system to systematically meet the academic needs of all students.

Are being addressed in different ways. Goal alignment is something we discussed at the beginning of the year and Administration reports through goal meetings with teachers we have made significant progress toward achievement.

Increased systematic collaboration within school and across the District is a goal that we will focus on for the 2018-2019 school year. We need to look at teacher schedules, etc. to make this work effectively but in the interim we have created CPT (common planning time) for teachers to discuss lesson development, analysis data, reflect on their practice and create/revise assessments. They do need to provide Administration with a written update to what took place during CPT.

Development of tiered intervention system to systematically meet the academic needs of all students. This is ongoing and will be refined now that next-generation MCAS data has been released.

Submitted by David Cornacchioli, Principal

Glenwood Elementary School

Goal # 1- By the end of the 2018-2019 school year, the percentage of students achieving advanced and proficient in ELA will increase by 5% compared to the 2017 baseline.

Interim Outcomes:

- Develop a dynamic and clearly articulated 3-5 ELA curriculum with a focus on vertical alignment that engages in ongoing, focused discussion and collaborative reflection on the effectiveness of instructional practices.
- By the end of the 2017-2018 school year grade level and leadership teams will evaluate student learning data and assess instructional practices in ELA to raise the percentage of students scoring in advanced and proficient by at least 2.5%.

Final Outcomes:

Develop a dynamic and clearly articulated 3-5 ELA curriculum with a focus on vertical alignment that engages in ongoing, focused discussion and collaborative reflection on the effectiveness of instructional practices.

Status:

- Teachers continue to work in grade level teams weekly. We have unpacked MCAS scores and will continue to build on our strengths in the curriculum. We

have identified key components that make a difference.

- Empowering Writers has presented the first of two professional development presentations which will assist us in the vertical alignment of the writing curriculum. The second is January 25th.
- All grade levels have implemented Empowering Writers Editing and Revising to address grammar and editing weaknesses.
- Continue to use Wordly Wise for vocabulary instruction.
- Continue with our Daily Math Review and we assess it monthly to see if the rigor matches the standards.
- Math Leadership has added Tangy Tuesday puzzles for our gifted and talented students.
- POW - Problem of the Week will be continued but implementation has been vertically aligned by the math leadership team.

Goal #2 - By the 2018-2019 school year, teachers will integrate technology into the curriculum 20% of the time so that it supports and engages students as measured by administration formal and informal observations.

Interim Outcomes:

- By 2017-2018 Glenwood teachers will utilize technology to enhance instruction at least once a week.
- Students will develop skills in the use of technology as they work in the content area.
- Teachers will become knowledgeable in the use of technology in the curriculum.

Final Outcomes:

- Ensure that the level of technology and infrastructure is sufficient to meet student instructional needs.
- Support and train staff in integrating technology into the classroom environment that supports and engages students.

Status:

- We are waiting for the Town of Rutland to complete the WIFI installation. This upgrade was started in the summer, but has not been completed.
- Teachers in fourth and fifth grade are using STEMscopes which is an online science
- Teachers in third grade are using National Geographic Science which has an online component.
- We have a whole school subscription to ScootPad for ELA and Math
- Several teachers are using ReadTheory, which is a free online program that meets the learner at the own, individual ability level.
- Fourth and fifth grade teachers use XtraMath an online math fact practice site.
- I am working with the Curriculum Supervisor to bring in Google trainers for Google classroom.
- The Curriculum Supervisor attended our December staff meeting to train teachers in Edulastic.

Goal #3 - By the end of the 2018-2019 school year, a comprehensive plan/curriculum for

social/emotional/physical health will be fully developed to all Glenwood students. which will lead to a 5% decrease in office referrals for behavior for the 2017-2018 school year.

Interim Outcomes:

- Student referrals to the office for behaviors will decrease by 5% from previous years based on our Think Sheet Data.
- Students will develop strategies and skills to deal with situations that may arise during the school day or on the bus ride home.
- Students will understand the rationale and importance of homework completion at Glenwood and in their future careers.
- Students will develop tolerance and an understanding of someone who may be different, whether it is due to a disability, race or economic status.

Status:

- The Kindness Challenge, which challenged students to do 5000 acts of Kindness in 15 days, was implemented and students continue to display acts of kindness at Glenwood. We are spreading kindness one student at a time.
- We have had two Pledge/Homework awards, where students are rewarded for completing homework and following the Glenwood Pledge.
- We recite the Glenwood Pledge and have a mindfulness minute every morning.
- The fourth grade Disability Similarity Program will be presented on March 13th.
- Fifth grade read the book Wonder and saw the movie as a group. All of this together opens the door to conversations about acceptance, tolerance and understanding.

Submitted by Karen Cappucci, Principal

Naquag Elementary School

Goal 1: Student Improvement in Writing

75% of Naquag students will achieve "Student Improvement in Writing" measured by various teacher created assessments and data by June 2018.

Fall 2017: Identify ELA Writing standards (compare/contrast)
Begin Empowering Writers (EW) instruction
Participate in EW workshops and trainings

January 2018: Continue beginning steps for EW implementation
EW "Modeling" for all Teachers on Wednesday, 1/17
(Including Pre & Post Dialogue and Observation)
Four Naquag teachers attend EW Workshop (Two K & Two 1st grade teachers)
All classroom teachers have attended EW workshop '17-'18

Goal 2: Student Improvement in Literacy

75% of 1st and 2nd graders will achieve "Student Improvement in Literacy" measured by various District determined data by June 2018.

Fall 2017 - Winter 2018 :

Teachers will continue to implement ELA reading instruction and monitor student success by the fall District-determined data measures.
(Fall Assessment Dates: 9/18/2017 - 10/6/2017)

(Winter Assessment Dates: 1/8/2018 - 1/26/2018)

Progress monitor every 2 weeks & record in Aimsweb Data base.

RTI Teams met and discuss student progress, set goals and monitor progress.

RTI team meetings in September, October, December and January.

Goal 3: Student Improvement in Utilizing Social / Emotional Learning Strategies

75% of Naquag students will achieve in "Student Improvement in Utilizing Social/ Emotional Strategies" measured by various surveys, teacher created assessments and data by June 2018.

Fall 2017:

Received/granted Title 2A Grant for SEL support funding
Continue SEL Instruction (Mindfulness, PBIS Assemblies).
Establish Social/Emotional Staff Liaison Team (SET) (3 members and administration) to determine classroom materials/guide for Social & Emotional Learning.

Choose book for book study with teachers for Social and Emotional materials/guide.

January 2018:

Continue SEL Instruction (Mindfulness, PBIS Assemblies - now called SEL Assemblies)

SET Team established

SET Team meets 2 - 3 times monthly

Books chosen for book study and implementation:

Mind Up Curriculum (Brain-Focused Strategies for Learning & Living PreK - 2), You are a Social Detective! (Explaining Social Thinking to Kids)

Faculty Meetings in October, November, December and January have included SEL in the agenda.

Goal 4: Science & Technology/Engineering Curriculum Alignment Through Power Standards

By June 2018, 100% Naquag students will be introduced to the new K - 2 MA Science and Technology/Engineering Standards based on evidence from:

- monthly meetings with administration and educators
- educators' quarterly curriculum pacing charts (including priority learning outcomes)
- yearly Science curriculum surveys completed by educators

Fall 2017 - January 2018:

Reviewing Science and Technology/Engineering priority standards will be identified and unpacked. Priority standards used to compare-contrast current instruction with instructional staff.

Submitted by Dixie Estes, Principal

Chocksett Middle School

Goal 1

The grade-wide average for grades 6-8 math final exams will increase by 5% as compared to 2016-2017 baseline data.

Math teachers have begun providing remedial support to students during AE. Students receiving support have been identified based on current performance in math. We have

begun the process of breaking down MCAS data and will begin developing plans to meet the needs of our students.

All math teachers are targeting students' math fluency. By targeting students' math fluency with weekly checks and practice, we believe students will be more successful. Moby Max has been a good tool to help us address this need but also track student progress. Mid Term exam will be administered on 1/25.

Goal 2

By June 2018, "at risk" students will improve achievement in core content classes by an average of at least 5%

The Chocksett Data Team has focused on modifying the RBT process for looking at data to meet our needs and training the staff. We have devoted faculty meeting time and professional development time to strengthen our skills working with data. Our current focus is still MCAS data, but we transitioned to looking at other data points after Thanksgiving.

We have not made a lot of progress on this goal since November; however we believe our work with differentiated instruction will have a significant impact on student achievement.

Goal 3

By June of 2018, tier 1 of PBIS will be in place: school wide expectations for behavior will be established, a plan to teach students those expectations will be in place, and a criteria to identify students who need additional support in place.

The Chocksett School Climate Committee has been reviewing several school-wide behavioral matrices, including some from within the District. They will begin work on creating Chocksett's shortly and then we will work with all staff to make adjustments as needed.

The School Climate Committee is scheduled to present a first draft of a school-wide behavioral matrix to the staff on Wednesday, January 17th. Information will be sent to parents later that week, and an opportunity for parental input will follow.

Goal 4

By June 2018, 80% of students will indicate increased engagement in their learning through instructional technology as compared to baseline results as measured by a school-wide survey.

The Instructional Technology Committee has created a survey that students will take in the near future to gather baseline data. They are also working to identify online resources that staff are currently using and researching other options available. With the additional Chromebooks and the upgraded wireless network teachers are already engaging students in more quality online learning tasks.

The initial survey has been completed and students in most grades have taken the survey. Data will be shared with the staff in the coming weeks.

Goal 5

Create opportunities for 100% of staff members to participate in peer observation that promotes & encourages a climate of shared instructional practices with at least 50% of the staff participating in at least 1 peer observation.

We anticipate that by the end of November at least 10 of our 26 teachers will have participated in at least 1 peer observation and that by the end of the school year we will exceed 50% of teachers participating in a peer observation. Those teachers who have either hosted a visit or visited a classroom have provided very positive feedback.

More than 50% of staff have already participated in peer observations. In addition, the PD group will be visiting other classrooms in March to try and connect their work with Differentiated Instruction to classroom practices.

Submitted by Christopher LaBreck, Principal

Houghton Elementary School

Goal # 1 Increase student achievement on the Grade 3/4 ELA MCAS 2.0

S.M.A.R.T. Goal: By the spring of 2020 Houghton ELA scores will show at least an 8% increase in the number of students scoring in the Advanced/Proficient range as compared to the spring 2017 MCAS results.

Actions taken to date:

August: Principal established a Master Schedule allowing for a daily common planning time for Grade 3 teachers. Within the same Master Schedule the Principal was able to schedule a common planning with all Grade 4 teachers one day per week and a common planning of three of the four teachers four days per week.

October/November: With MCAS results becoming available on October 18 administration has begun to analyze spring 2017 MCAS 2.0 results. These results will serve as a baseline for future efforts to improve. Grade level results to be shared with staff on or before November 3. November 9 Professional Day will allow for administrative presentation of results to staff and the beginning of discussions for improvement

October: Assistant Principal is Facilitator/Administrative rep for Grade 3/4 RTI Teams. DRA results and fall AimsWeb scores have been recorded by staff. They will serve as a baseline for measuring student progress as a prelude to future MCAS scores from spring 2018.

September/October: On October 26th consultant on campus. Principal and Assistant Principal attended entire afternoon writing session with Grade 3/4 teachers. An outcome of session was a request by Grade 3 for additional writing materials on editing.

November/December/January

November 9: PD Day. Principal allocated time for Grades 3/4 to work on Empowering Writers Units of Study connected to SIP to improve ELA scores

December 6 staff meeting: Principal allocated time for grade 3/4 teachers to share/update/discuss implementation of typing program for grades taking spring MCAS
December 7 : Principal had all K teachers attend a workshop on Early Literacy
October/November/December/January: Principal conducting monthly RTI meetings for grades k-2 to monitor children's literacy progress who are not at benchmark

Goal # 2 Expand upon the cultural diversity of children's literature in the Houghton Library.

S.M.A.R.T. Goal: To prepare students to grow as individuals & global citizens, we will increase the number of diverse children's books in the school library by @ least 50 texts each of the next three years. Students, Grade 4, will be surveyed each of the next three years to determine impact of the initiative.

Actions taken to date:

May/September: The Principal established a Book Diversity Committee comprised of himself and teachers last spring. We identified 36 books on diversity of cultures, religions, customs from various countries.

May/September/November: We have doubled the number of new books on diversity we sought to purchase through the support of the PTO! Book Diversity Committee met in September. Next meeting on November 3.

September: The Principal announced to parents through Principal's Weekly Message and at the assembly of parents at the school's Annual Meet Your Teacher Night on September 28 the recent book focus and purchases on diversity. All newly purchased have been processed by PTO library volunteers using the school's Follette Destiny System.

November: The Principal will allocate PD time on the professional day of November 9 for staff review of newly purchased children's books in the library. Staff will identify grade level appropriateness and connections to curriculum of all newly purchased books.

December: Principal met with Sterling Town librarian for the purpose of involving her in school library book selection specifically on topic of Diversity. She consented to do so. In addition, she has forwarded a list of books on this topic the week of December 11th.

Also, principal met with PTO library coordinator volunteer on December 15th for the purpose of :1) display of newly purchased books on Diversity, 2) checking on Town Librarian's book list titles submitted and determine if any currently available in school library, working a system to check circulation of Diversity books for the year as part of SIP.

Goal # 3 Student Emotional Growth & Development

S.M.A.R.T. Goal: By June of 2020 students will show a 15% increase in their knowledge & skills in dealing with social/emotional issues as measured by the Houghton Elementary Grade 4 Student Exit Survey as compared to the 2017 baseline results.

September/October: The school psychologist has started her lessons in Grade 3 on Mindfulness. The Principal observed lesson # 2 to a third grade class.

November Planning: The Principal is attending the National Responsive Classroom Leadership Conference on November 5 and 6 in Boston

September: The Principal authored a proposal that was accepted by the District for inclusion into Title II Grant calling for professional development lecture/discussion for all teachers on the topic student behaviors, anxiety disorders. This is scheduled for District PD Day January 25.

November: Principal attended Responsive Classroom National leadership Conference in Boston November 5 and 6.

Principal attended DESE Principals Consortium at Mt. Holyoke Community College November 17 for topic discussions on Standards of SEL.

Principal another Mindfulness lesson in a grade 3 classroom conducted by school psychologist

December: Principal continues to attend, participate in monthly Social Skills RTI meetings, most recent Dec. 6th, before school to plan theme and activities for Kindness Connection Week January 22-26.

Principal endorses Social Skills RTI Mini-Grant submitted to PTO at December 12 meeting regarding supplies for Kindness Connection theme in January.

December/January: School Psychologist and Speech Therapist co-teaching lessons in grade 2 with program titled: Acting with Purpose.

January: Principal attending Social Skills RTI meetings on January 3 and 17 to plan further for Kindness Connection Week at the end of the month

Kindness Connection Week January 22-26 Week long activities throughout school including:

- Read - A -Loud Books daily during morning meeting. Books purchased by PTO on selected titles having to do with acceptance of people with differences. This is also connected to SIP Goal # 2
- Children creating snowflakes to be distributed to Sterling businesses and organizations
- Special ID badges to be given to children with snowflake stickers placed on them Day # 1 and Day # 5
- PTO sponsored Kindness Connection hot Breakfast Day # 5 as an act of KINDNESS

On the release day, January 25th, a consultant will speak with staff on topic of social/emotional learning in children having behavioral and/or anxiety disorders

Submitted by Tony Cipro, Principal

Upcoming Events – January 2018

ECC

1/17/2018 – SIMCO, 6:00 PM

2/15/2018 – PTO, 6:00 PM

Wachusett Regional High School

1/25, 26, 27/2018 –Madrigal Dinner, 6:00 PM

Davis Hill Elementary School

Dawson Elementary School

Mayo Elementary School

1/19/2018 – PTA Family Night

1/29/2018 –SIMCO, 4:00 PM

Mountview Middle School

1/19/2018 – Principal's Coffee and Chat, 9:00 AM

2/1/2018 – PTA meeting, 7:00 PM

2/2/2018 – Semi-formal Dance, 7:00 PM

2/6/2018 – SIMCO, 5:30 PM

Paxton Center School

1/17/2018 – Grades 5 & 6 Chorus/Band Concert, 10:00 AM

1/18/2018 – Grades 7 & 8 Chorus/Band Concert, 2:00 PM and 7:00 PM

Thomas Prince School

1/19/2018 – Student Celebration and Parent Breakfast

1/24/2018 – Winter Concert, 6:00 PM

Central Tree Middle School

1/19/2018 – CTMS Snowball Dance

Glenwood Elementary School

1/18/2018 – PTO meeting, 7:00 PM

1/19/2018 - Basket Bonanza/spaghetti supper

1/26/2018 – Basket Bonanza snow date

3/9/2018 - Immigration Simulation- fourth grade

3/13/2018 -Disability Similarity for fourth grade

3/14/2018 - Pi Day- Family Math Night

3/15/2018 - PTO meeting, 7:00 PM

3/23/2018 - Hands on History Grade 5

Naquag Elementary School

1/18/2018 – SIMCO, 4:00 pm

1/19/2018 – Social Emotional Learning Assemblies, 10:30 AM and 2:30 PM

Chocksett Middle School

1/24/2018 – Girls Leadership (Project Shine group to Senior Center

2/2/2018 – Internet Safety presentation from the District Attorney's Office

2/27/2018 – PTO meeting

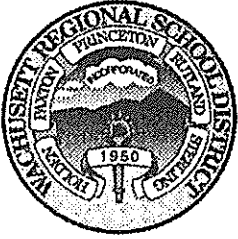
Houghton Elementary School

1/16/2018 – SIMCO meeting, 4:00 PM

1/22-26/2018 – Kindness Connection Week

1/25/2018 - Weather Drill, 10:00 AM with Sterling Police & Fire Dept.

1/26/2018 – PTO-sponsored Kindness Connection Breakfast for all staff



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

January 9, 2018

TO: *Wachusett Regional School District Committee*
 Principals
 Town Clerks
 Town Libraries
 School Libraries
 Executive Staff
 Wachusett Regional School District Treasurer

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

Attached you will find a recently amended Wachusett Regional School District Committee policy:

Policy Relating to Budget/Finance
P4330 Warrants

This policy, as well as the updated Table of Contents, should be placed in your Policy Book. All policies can also be accessed on the District website (www.wrsd.net).

DM:rlp
Enc.

4000. BUDGET/FINANCE

3/24/08	4100. Budget	
6/26/95	4110. Budget Planning and Adoption	
11/28/16	4110.1 Capital Budget	
	4130. Budget Calendar	
	4150. Adoption	
	4160. Use	
3/24/08	4161. Reporting & Transferring Between Appropriation Categories	
	4170. Carrying Budgeted Amounts Forward to the New Fiscal Year – Policy Deleted 3/24/08	
	4200. Income	
	4210. Local Funds	
10/17/16	4211. Town Assessment Payments	
	4220. State Funds	
	4230. Federal Funds	
	4231. Proposal Development	
	4232. Funded Programs Operations	
3/24/08	4240. Tuition	
	4241. Court Supervised Students – Policy Deleted 3/24/08	
1/16/08	4242. Early Childhood	
	4250. Student Fees	
12/11/17	4251. Student Activity Fee Schedule	
	4260. Disposition of Books, Equipment and Supplies	
	4270. Sales and Rentals of Real Estate	
4/11/05	4280. Gifts, Grants and Bequests	
4/12/17	4290. Scholarship Funds	
	4300. Expenditures	
	4310. Payroll – Policy Deleted 3/27/06	
5/23/95	4320. Purchasing Procedures	
	4321. Quantity Purchasing	
	4322. Relations with Vendors	
	4322.1. Performance Bonds	
	4322.2. Minority Business Enterprise Program	
	4322.3. Subcontractors	
	4323. Procedures for Obtaining Goods and Services	
5/23/95	4323.1. Purchasing Authority	
3/24/08	4323.2. Bidding Requirements	
5/23/95	4323.3. Vendors/Contractors	

4000. BUDGET/FINANCE (Continued)

11/10/08	4324.	Disposal of Surplus Supplies & Equipment
	4325.	Direct Payments
	4326.	Copiers/Duplicators
1/8/18	4330.	Warrants
3/12/01	4331.	Payment for Special Town Meetings
	4400.	Risk Management Insurance
	4410.	Non-Personnel Related
	4420.	Personnel Related
	4430.	Loss Reporting
	4500.	Capital Outlay
	4510.	Capital Improvement and Equipment Acquisition Program
3/24/08	4600.	Administration of District Funds
10/16/17	4610.	Bank Account Maintenance
10/21/15	4620.	Investing
10/13/09	4621.	Deposits and Investments
	4630.	Borrowing
	4631.	Debt Limitation
	4632.	Short-Term Loans
	4633.	Long-Term Loans
3/24/08	4640.	Bonded Employees and Officers
3/09/09	4650	Wachusett Regional School District Treasurer
6/23/14	4660	Budgeting Excess 7 Deficiency (E&D)
	4700.	Chart of Accounts
	4710.	District
	4711.	Systems of Accounts and Accounting Procedures
	4711.1.	Preparatory Account
	4711.2.	Capital Account
	4712.	Inventories
	4713.	Audits
3/16/15	4713.1	Audit Advisory Board
3/24/08	4714.	Periodic Financial Reports
	4714.1.	Treasurer's Report
	4714.2.	Budget and Expense Report
	4714.3.	Annual Financial Report
	4714.4.	Summary Report of School
		Miscellaneous Funds
	4714.5.	Audit Report - Policy Deleted 5/24/06
	4720.	School
4/12/1	4721.	Student Activity Funds
	4730.	Other

**POLICY RELATING TO BUDGET/FINANCE
WARRANTS**

A. Business/Finance Subcommittee Designated as Responsible Party

The Wachusett Regional School District Committee (WRSDC) designates the Business/Finance Subcommittee as the authorized and responsible party to review and approve all warrants.

The District administration and the Treasurer shall train members of the Business/Finance Subcommittee and the Chair of the School Committee in warrant-related policy and procedures within thirty (30) days after the School Committee's annual organizational meeting, or a newly elected or appointed Subcommittee member's commencement of term.

B. Signatures Required

All warrants require a minimum of three (3) signatures by members of the Business/Finance Subcommittee, as well as the signatures of the Superintendent, Director of Business and Finance, and Treasurer. The Treasurer and Director of Business and Finance shall sign all warrants prior to submission to the Business/Finance Subcommittee.

Except as provided for in the limited circumstances defined below, no warrant may be processed for payment if it lacks any of the required signatures.

1. Warrant Schedule

There will be at least two (2) Payroll warrants and two (2) Accounts Payable warrants that will be run each month. Warrants may be sent electronically to Business/Finance members. If additional signatures are required warrants may be presented for signature at any regular or special meeting of the Committee or a Business/Finance Subcommittee meeting. In a month when only (1) meeting is held, members of the Business/Finance Subcommittee will be notified when to come into the District Office separately to sign the warrants.

2. Accounts payable, emergencies

When an emergency requires an expenditure of less than \$5,000, the Superintendent or his/her designee may authorize payment without the signatures of three members of the Business/Finance Subcommittee. When the expenditure required is greater than \$5,000, the Superintendent or his/her designee shall obtain electronic authorization (by electronic signature, email, fax or telephone) from at least three members of the Business/Finance Subcommittee prior to authorizing payment. Promptly after authorization, the Superintendent will provide written notification to all School Committee

**POLICY RELATING TO BUDGET/FINANCE
WARRANTS (continued)**

members of the nature of the emergency, the amount of the expenditure and the names of Subcommittee members who provided electronic authorization.

3. Electronic Signatures

An electronic signature means any electronic identifier used by an individual to indicate acceptance and approval and has the same force and effect as a manual signature. Electronic signatures will satisfy the requirement of a written signature when transacting business on behalf of the District. The District will takes steps to ensure the authenticity and reliability of electronic signatures to ensure they identify individuals by his/her name, are capable of being validated through the use of an audit trail, and cannot be altered. The District shall maintain electronically signed records in a manner consistent with the District's record and retention on policies.

4. Regular Payroll

In the event that three members of the Business/Finance Subcommittee are unavailable to sign a warrant in time to make the regular payroll schedule, the signatures of the Superintendent or his/her designee, and either the Chair of the School Committee, the Chair of the Business/Finance Subcommittee, or the Vice-chair of the Business/Finance Subcommittee will be sufficient authorization to process payment.

5. When a special payroll needs to be run such as required by law, pursuant to Massachusetts General Laws Chapter 149, Section 148 upon the termination of an employee, there must be an immediate manual check payroll expenditure of less than \$5,000, the Superintendent or his/her designee may authorize payment without the signatures of three members of the Business/Finance Subcommittee.

C. Presentation and Supporting Documentation

Any warrant that has been processed for payment without all required signatures, as provided for above, shall be presented with its supporting documentation to members of the Business/Finance Subcommittee for complete review and approval electronically or at the next earliest opportunity, such as a regular or special meeting of the Committee.

Supporting documentation – records such as invoices, purchase orders, expense reports, time sheets, etc. that may inform a Subcommittee member's decision to provide or withhold his/her signature – shall be made available for review in the Business Office. This documentation need not travel with warrants to the place of Committee and

**POLICY RELATING TO BUDGET/FINANCE
WARRANTS (continued)**

Subcommittee meetings as signatures are being obtained. However, accounts payable warrants and the supporting documentation must be available for review in the Business Office on the afternoon before and the morning after all regularly scheduled School Committee meetings before they may be processed for payments. The warrants containing extraordinary employee compensation – payments that are not clearly specified in contracts or bargaining agreements – must be presented to members of the Business/Finance Subcommittee with all supporting documentation and cannot be processed for payment without all required signatures.

Legal References: M.G.L. Ch. 41 S. 52, S. 56, Ch. 44 S. 28A, Ch. 149, S. 148, CMR 10:05 (11), M.G.L. Ch. 110G: Uniform Electronic Transactions

First Reading: 3/13/95

Second Reading: 3/27/95

Amendment First Reading: 4/13/98

Amendment Second Reading: 4/27/98

Re-Amendment First Reading: 11/8/99

Re-Amendment Second Reading: 1/10/00

Re-Amendment First Reading: 3/13/06

Re-Amendment Second Reading: 3/27/06

Re-Amendment First Reading: 10/09/07

Re-Amendment Second Reading: 10/22/07

Re-Amendment First Reading: 12/14/15

Re-Amendment Second Reading: 1/11/16

Re-Amendment First Reading: 12/11/17

Re-Amendment Second Reading: 1/8/18

Summary of the Conflict of Interest Law for Municipal Employees

Attachment 15
January 18, 2018

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.

II. On-the-job restrictions.

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

A bribe is anything of value corruptly received by a municipal employee in exchange for the employee being influenced in his official actions. Giving, offering, receiving, or asking for a bribe is illegal.

Bribes are more serious than illegal gifts because they involve corrupt intent. In other words, the municipal employee intends to sell his office by agreeing to do or not do some official act, and the giver intends to influence him to do so. Bribes of any value are illegal.

(b) Gifts and gratuities. Asking for or accepting a gift because of your official position, or because of something you can do or have done in your official position, is prohibited. (See Sections 3, 23(b)(2), and 26)

Municipal employees may not accept gifts and gratuities valued at \$50 or more given to influence their official actions or because of their official position. Accepting a gift intended to reward past official action or to bring about future official action is illegal, as is giving such gifts. Accepting a gift given to you because of the municipal position you hold is also illegal. Meals, entertainment event tickets,

golf, gift baskets, and payment of travel expenses can all be illegal gifts if given in connection with official action or position, as can anything worth \$50 or more. A number of smaller gifts together worth \$50 or more may also violate these sections.

Example of violation: A town administrator accepts reduced rental payments from developers.

Example of violation: A developer offers a ski trip to a school district employee who oversees the developer's work for the school district.

Regulatory exemptions. There are situations in which a municipal employee's receipt of a gift does not present a genuine risk of a conflict of interest, and may in fact advance the public interest. The Commission has created exemptions permitting giving and receiving gifts in these situations. One commonly used exemption permits municipal employees to accept payment of travel-related expenses when doing so advances a public purpose. Another commonly used exemption permits municipal employees to accept payment of costs involved in attendance at educational and training programs. Other exemptions are listed on the Commission's website.

Example where there is no violation: A fire truck manufacturer offers to pay the travel expenses of a fire chief to a trade show where the chief can examine various kinds of fire-fighting equipment that the town may purchase. The chief fills out a disclosure form and obtains prior approval from his appointing authority.

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 financial interest in a matter, you may not participate. The financial interest must be direct and immediate or reasonably foreseeable to create a conflict. Financial interests which are remote, speculative or not sufficiently identifiable do not create conflicts.

Example of violation: A school committee member's wife is a teacher in the town's public schools. The school committee member votes on the budget line item for teachers' salaries.

Example of violation: A member of a town affordable housing committee is also the director of a non-profit housing development corporation. The non-profit makes an application to the committee, and the member/director participates in the discussion.

Example: A planning board member lives next door to property where a developer plans to construct a new building. Because the planning board member owns abutting property, he is presumed to have a financial interest in the matter. He cannot participate unless he provides the State Ethics Commission with an opinion from a qualified independent appraiser that the new construction will not affect his financial interest.

In many cases, where not otherwise required to participate, a municipal employee may comply with the law by simply not participating in the particular matter in which she has a financial interest. She need not give a reason for not participating.

There are several exemptions to this section of the law. An appointed municipal employee may file a written disclosure about the financial interest with his appointing authority, and seek permission to participate notwithstanding the conflict. The appointing authority may grant written permission if she determines that the financial interest in question is not so substantial that it is likely to affect the integrity of his services to the municipality. Participating without disclosing the financial interest is a violation. Elected employees cannot use the disclosure procedure because they have no appointing authority.

Example where there is no violation: An appointed member of the town zoning advisory committee, which will review and recommend changes to the town's by-laws with regard to a commercial district, is a partner at a company that owns commercial property in the district. Prior to participating in any committee discussions, the member files a disclosure with the zoning board of appeals that appointed him to his position, and that board gives him a written determination authorizing his participation, despite his company's financial interest. There is no violation.

There is also an exemption for both appointed and elected employees where the employee's task is to address a matter of general policy and the employee's financial interest is shared with a substantial portion (generally 10% or more) of the town's population, such as, for instance, a financial interest in real estate tax rates or municipal utility rates.

(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 employee, whether elected or appointed, can avoid violating this provision by making a public disclosure of the facts. An appointed employee must make the disclosure in writing to his appointing official.

Example where there is no violation: A developer who is the cousin of the chair of the conservation commission has filed an application with the commission. A reasonable person could conclude that the chair might favor her cousin. The chair files a written disclosure with her appointing authority explaining her relationship with her cousin prior to the meeting at which the application will be considered. There is no violation of Sec. 23(b)(3).

(g) Confidential information. Improperly disclosing or personally using confidential information obtained through your job is prohibited. (See Section 23(c))

Municipal employees may not improperly disclose confidential information, or make personal use of non-public information they acquired in the course of their official duties to further their personal interests.

III. After-hours restrictions.

(a) Taking a second paid job that conflicts with the duties of your municipal job is prohibited. (See Section 23(b)(1))

A municipal employee may not accept other paid employment if the responsibilities of the second job are incompatible with his or her municipal job.

Example: A police officer may not work as a paid private security guard in the town where he serves because the demands of his private employment would conflict with his duties as a police officer.

(b) Divided loyalties. Receiving pay from anyone other than the city or town to work on a matter involving the city or town is prohibited. Acting as agent or attorney for anyone other than the city or town in a matter involving the city or town is also prohibited whether or not you are paid. (See Sec. 17)

Because cities and towns are entitled to the undivided loyalty of their employees, a municipal employee may not be paid by other people and organizations in relation to a matter if the city or town has an interest in the matter. In addition, a municipal employee may not act on behalf of other people and organizations or act as an attorney for other people and organizations in which the town has an interest. Acting as agent includes 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 committee, or the school department, on behalf of a client because he has official responsibility for any matter that comes before the school committee. This is still the case even if he has recused himself from participating in the matter in his official capacity.

Example: A member who sits as an alternate on the conservation commission is a special municipal employee. Under town by-laws, he only has official responsibility for matters assigned to him. He may represent a resident who wants to file an application with the conservation commission as long as the matter is not assigned to him and he will not participate in it.

(c) Inside track. Being paid by your city or town, directly or indirectly, under some second arrangement in addition to your job is prohibited, unless an exemption applies. (See Section 20)

A municipal employee generally may not have a financial interest in a municipal contract, including a second municipal job. A municipal employee is also generally prohibited from having an indirect financial interest in a contract that the city or town has with someone else. This provision is intended to prevent municipal employees from having an "inside track" to further financial opportunities.

Example of violation: Legal counsel to the town housing authority becomes the acting executive director of the authority, and is paid in both positions.

Example of violation: A selectman buys a surplus truck from the town DPW.

Example of violation: A full-time secretary for the board of health wants to have a second paid job working part-time for the town library. She will violate Section 20 unless she can meet the requirements of an exemption.

Example of violation: A city councilor wants to work for a non-profit that receives funding under a contract with her city. Unless she can satisfy the requirements of an exemption under Section 20, she cannot take the job.

There are numerous exemptions. A municipal employee may hold multiple unpaid or elected positions. Some exemptions apply only to special municipal employees. Specific exemptions may cover serving as an unpaid volunteer in a second town position, housing-related benefits, public safety positions, certain elected positions, small towns, and other specific situations. Please call the Ethics Commission's Legal Division for advice about a specific situation.

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.

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

Partners of municipal employees and former municipal employees are also subject to restrictions under the conflict of interest law. If a municipal employee participated in a matter, or if he has official responsibility for a matter, then his partner may not act on behalf of anyone other than the municipality or provide services as an attorney to anyone but the city or town in relation to the matter.

Example: While serving on a city's historic district commission, an architect reviewed an application to get landmark status for a building. His partners at his architecture firm may not prepare and sign plans for the owner of the building or otherwise act on the owner's behalf in relation to the application for landmark status. In addition, because the architect has official responsibility as a commissioner for every matter that comes before the commission, his partners may not communicate with the commission or otherwise act on behalf of any client on any matter that comes before the commission during the time that the architect serves on the commission.

Example: A former town counsel joins a law firm as a partner. Because she litigated a lawsuit for the town, her new partners cannot represent any private clients in the lawsuit for one year after her job with the town ended.

* * * * *

This summary is not intended to be legal advice and, because it is a summary, it does not mention every provision of the conflict law that may apply in a particular situation. Our website, <http://www.mass.gov/ethics> contains further information about how the law applies in many situations. You can also contact the Commission's Legal Division via our website, by telephone, or by letter. Our contact information is at the top of this document. Click on the Public Education and Communications Division link on the left hand side under DEPARTMENTS & DIVISIONS, then click on the link for the Online Training Program.

Version 4: Revised November 24, 2010

* * * * *

TOWN OF HOLDEN

CONFLICT OF INTEREST LAW SUMMARY

ACKNOWLEDGMENT OF RECEIPT

I, _____ hereby acknowledge that I
(first and last name)

received a copy of the Summary of the Conflict of Interest Law for Municipal Employees

on _____
(date)

Municipal employees should complete this Acknowledgment of Receipt, detach it, and return it to the Town Clerk's Office, 1196 Main Street, Holden, MA 01520.

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

SUPERINTENDENT GOALS AND EVALUATION SUBCOMMITTEE

MINUTES

Wednesday, October 25, 2017
7:00 PM

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

In Attendance: Kenneth Mills, Chair, Christina Smith, Vice-chair, Matthew Lavoie, Megan Weeks

Absent: Sarah LaMountain

Administration: Darryll McCall

Others: Amy Michalowski

I. Call to Order

Chair Mills called the meeting to order at 7:25 PM.

II. Approval of Minutes

Motion: To approve the minutes of the October 11, 2017 meeting of the Superintendent Goals and Evaluation Subcommittee.

(M. Weeks)

(M. Lavoie)

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

III. Discuss District and Superintendent Goals

Deferred.

IV. Discuss Review Process, including mid-year and evaluation format

Superintendent McCall shared a copy of the Nashoba Regional School District superintendent evaluation form and it was agreed that form lacks much detail/information.

Discussion ensued about the format and use of an “evidence folder.” All agreed the Superintendent should plan to provide the Committee with an appropriate amount of evidence. Using technology/Google to document and share information and evidence is strongly advised. There will be a review of an online format for collection of evaluation feedback.

There was discussion about gathering feedback from stakeholders. It was suggested to use indicators as guidelines to request information about that issue from direct reports.

Superintendent McCall will check with MASS to find out if all indicators need to be addressed.

For the next meeting of this subcommittee, Superintendent McCall will correlate indicators with goals and will provide documentation/evidence.

V. Public Hearing

There were no members of the public in attendance.

VI. New Business

Chair Mills appointed Member Amy Michalowski to serve on this subcommittee.

VII. Adjournment

The next meeting of the subcommittee will be posted for Tuesday, December 5, 2017, at 6:30 PM.

Motion: To adjourn.

(M. Weeks)
(C. Smith)

Vote:

In favor:

Kenneth Mills
Christina Smith
Matthew Lavoie
Megan Weeks

Opposed:

None

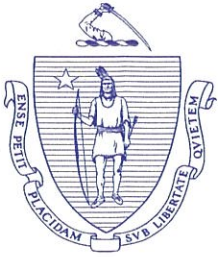
The motion was unanimously approved.

The meeting adjourned at 8:30 PM.

Respectfully submitted,

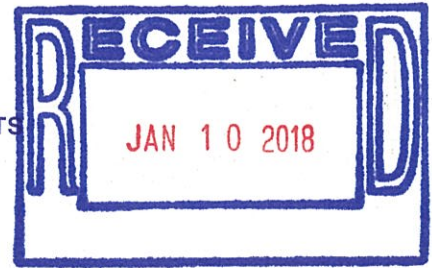
Kenneth Mills, Chair
Superintendent Goals and Evaluation Subcommittee

KM:rlp



CHARLES D. BAKER
GOVERNOR

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



KARYN E. POLITO
LIEUTENANT GOVERNOR

December 22, 2017

Kenneth Mills
1745 Main Street
Jefferson, MA 01522

Dear Kenneth:

This letter is to acknowledge receipt of your correspondence to the Office of Governor Baker on 12/21/2017. Our office has forwarded your letter along to the appropriate personnel.

Sincerely,

Constituent Services Aide
Office of Governor Charlie Baker
(617) 725-4005
www.mass.gov/governor/contact

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

Kenneth Mills, Chair

1745 Main Street

Jefferson, MA 01522

January 9, 2018

Ms. Lauren Salmon-Garrett
49 Cook Street
Holden, MA 01520

Dear Lauren:

Thank you for attending last evening's School Committee meeting and for sharing with the Committee your support of our district and our schools. Input from the public is much appreciated.

I also want to thank you for all you are doing to make the residents of our towns aware of Wachusett's many strengths by way of the *I Am Wachusett* campaign. Such support and positive press is very important and much appreciated.

Sincerely yours,

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

Kenneth Mills, Chair
Wachusett Regional School District Committee

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

KM:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

Kenneth Mills, Chair

1745 Main Street

Jefferson, MA 01522

January 9, 2018

Ms. Jana Brennan
274 Flagler Drive
Holden, MA 01520

Dear Jana:

Thank you for attending last evening's School Committee meeting and for sharing with the Committee your support of our district and our schools. Input from the public is much appreciated. Superintendent McCall also has discussed the seating issue you raised in the Davis Hill classrooms with Principal Norton.

I also want to thank you for all you are doing to make the residents of our towns aware of Wachusett's many strengths by way of the *I Am Wachusett* campaign. Such support and positive press is very important and much appreciated.

Sincerely yours,



Kenneth Mills, Chair
Wachusett Regional School District Committee

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

KM:rlp

CASH RECONCILIATION OF CASHBOOK TO GENERAL LEDGER
November 30, 2017

Bank	Account #	Fund	Description	Cashbook 11/30/2017
CHECKING				
Eastern Bank	-7310	001	Payables reconciliation-clearing	35.35
Commerce Main Depository	-4534	001	Depository Account	1,735,062.71
Eastern Bank	-0264	001	Payroll Reconciliation	1,993,314.78
Fidelity Bank	-1451	050	checking - Paxton	2,512.73
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
Barre Savings Bank	-1444	050	checking - Thomas Prince	2,514.28
Leominster Credit Union	-8858	050	checking - Davis Hill	2,500.00
Spencer Savings Bank	-9626	050	checking - Naquag	2,286.47
Spencer Savings Bank	-9618	050	checking - Central Tree	2,500.00
Spencer Savings Bank	-9551	050	checking - Glenwood	500.00
Leominster Credit Union	-1024	050	WRHS student activity checking	3,324.93
TOTAL CHECKING				3,752,201.25
MONEY MARKET				
Commerce Bank	-2960	022	Cafeteria revolving - Sterling	9,091.91
Leominster Credit Union	-1029	050	WRHS Student Activity Revolving	282,142.01
Commerce Bank	-3002	023	Middle School Athletic Revolving	127,401.85
TD Banknorth, NA	-1032	001	General Fund	26,649.65
Eastern Bank	-0363	001	General Fund	8,720,909.74
Eastern Bank Debit Card	-6672	001	General Fund	189.31
Eastern Bank Tuition	-7357	001	General Fund	466,204.75
Enterprise Bank	-3225	001	General Fund	39,660.36
Avidia Bank	-8701	001	General Fund	33,068.47
MMIDT	-4707	001	Money Market	5,992.32
TOTAL MONEY MARKET				9,711,310.37
SAVINGS				
Spencer Savings Bank	-0132	022	Cafeteria revolving - Naquag	9,102.61
Spencer Savings Bank	-0140	022	Cafeteria revolving - CTMS	16,245.57
Spencer Savings Bank	-1230	022	Cafeteria revolving - Glenwood	10,852.07
Spencer Savings Bank	-3092	022	Student Activity - CTMS	28,397.15
Spencer Savings Bank	-9535	022	Student Activity - Glenwood	29,625.18
Spencer Savings Bank	-3117	022	Student Activity - Naquag	10,104.69
Fidelity Bank	-1908	022	Cafeteria revolving - Princeton	11,356.88
Fidelity Bank	-6479	022	Cafeteria revolving - Paxton	8,321.27
Commerce Bank	-4569	022	Cafeteria revolving - Dawson	12,026.54
Commerce Bank	-2944	022	Cafeteria revolving - Davis Hill	11,089.36
Commerce Bank	-4550	022	Cafeteria revolving - Mayo	12,568.60
Commerce Bank	-2952	022	Cafeteria revolving - Mountview	30,976.99
Commerce Bank	-4542	022	Cafeteria revolving - WRHS	134,003.31
Commerce Bank	-2979	029	Adult Education	71.39
Fidelity Bank	-0736	050	Student Activity Depository	53,666.61
Leominster Credit Union	-6025	050	Student Activity Revolving	161,269.30
Commerce Bank	-2987	023	Athletic revolving	101,130.09
Commerce Bank	-2995	023	Athletic transportation	91,472.19
TOTAL SAVINGS				732,279.80
CDs (Investments)				
Leominster Credit Union		60	Atlas	10,789.22
Leominster Credit Union		60	Bailey	2,130.32
Leominster Credit Union		60	Bradshaw	7,421.36
Leominster Credit Union		60	D'Errico	3,982.65
Leominster Credit Union		60	Finoecchio	8,085.49
Leominster Credit Union		60	Fitzgerald	9,224.45
Leominster Credit Union		60	Green	6,756.07
Leominster Credit Union		60	Griffin	18,657.02
Leominster Credit Union		60	Hayman	3,232.13
Leominster Credit Union		60	Hewson	16,387.84
Leominster Credit Union		60	Lionett	8,137.35
Leominster Credit Union		60	Ljungberg	2,181.65
Leominster Credit Union		60	Narofian	10,894.87
Leominster Credit Union		60	Shallale	4,734.76
Leominster Credit Union		60	Tarkiainen	7,409.68
Leominster Credit Union		60	Thibodeau	4,497.67
Leominster Credit Union		60	Wachusett #2	59,348.41
Leominster Credit Union		60	Wesley	6,052.47
Leominster Credit Union		60	White	1,171.55
TOTAL CDs				191,094.96
TOTAL				14,386,886.38
A/P 1813 US Bank Payment Sent in December				(1,220,300.00)
Adjusted Cashbook				13,166,586.38
General Ledger				13,166,586.38
Variance				0.00
General Fund Total				13,021,087.44

To: Wachusett Regional School District Finance Committee

From: James J. Dunbar, Treasurer

Date: January 10, 2018

Subject: Treasurer's Update – November 2017

I have reviewed the bank statements, bank reconciliations, and reconciling items for the month ending November 30, 2017 and feel that Treasurers cash is accurately stated.

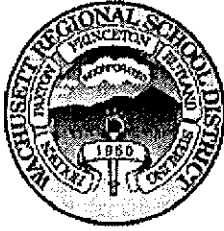
1. The November 30, 2017 bank balances are as shown on the attached sheet.
2. The warrants funded during the month of November 2017 were as follows:

<u>Date</u>	<u>Description</u>	<u>Amount</u>
11/3	Payroll Warrant	\$ 3,506.12
11/3	Payroll Warrant	1,920,124.27
11/13	Warrant #11	2,975,822.49
11/17	Payroll Warrant	2,408,742.94
11/17	Payroll Warrant	695.94
11/28	Warrant #13	2,215,668.11

Note: Warrants #10 and #12 were to void and replace checks.

Our excess general funds are currently earning the following rates:

Commerce Bank	0.50%
Avidia Bank	0.10%



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

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

From: Robert Berlo, Deputy Superintendent

Date: January 16, 2018

Re: Deputy Superintendent's Report

1. Instruction

a. WRSD Textbook and Program Implementation Plan (K-12 Textbook Plan)

- i. Attached is a copy of our new PreK-12 Textbook Plan, which begins with the current year (2017-18) and extends out to 2025-26. It addresses all major subject areas across all grade levels. Below are descriptions related to each of these subject areas.
- ii. The K-12 Textbook Plan is based on an expanded definition of what a textbook is. Traditionally, a textbook is a bound, paper book. By placing current technology in the hands of students and staff, especially at the high school, this traditional definition needs to be expanded to now include electronic tools/assessments, software/apps, and materials/resources.
- iii. **English Language Arts (ELA)**
The adoption of a PreK-5 literacy program across all schools in the District is the top priority of the textbook adoption plan. The program we are adopting is Fountas and Pinnell Classroom, a researched-based approach to high-quality classroom-based literacy instruction that supports whole-group, small-group, and independent learning opportunities.¹ The program will be implemented in phases, with Kindergarten being the first grade to adopt it and be trained. This is all happening right now. It should be noted that training for each grade level will occur over two years.
For middle school and high school ELA, the plan outlines the adoption of new novels, which includes adopting electronic versions of some books as well.
- iv. **History/Social Studies (Hist./SS)**
The Department of Elementary and Secondary Education (DESE) is currently in the process of revising their curriculum frameworks.² In developing the textbook plan, the timing of implementing these new changes was taken into consideration and, as a result, the adoption of new programs does not begin until 2021-22 for the middle grades and 2022-23 for the high school.

v. **Mathematics (Math)**

The District adopted new elementary and middle grade math programs a few years ago. The elementary math program has an ongoing annual fee for consumables and online licenses, and these reoccurring costs are reflected in the textbook plan. Math training was identified as a need, and the textbook plan includes costs to address this.

The licensing for the middle school math program ends in 2020-21, and this will need to be addressed that year with either a renewal of licensing or the adoption of a new program.

The age of the high school math program materials varies by course and level.

As a result these varied needs are addressed over multiple years of the plan, as identified by the six phases in the plan.

vi. **Science**

The district is in the process of integrating the new science curriculum frameworks. For the elementary grades, this means the adoption of similar lessons across the district. The instructional materials listed in the textbook plan support this.

At the middle grades, expenses on the front end of the plan support middle school teachers to integrate technology into their laboratory experiences, with a full program adoption planned for 2020-21.

Similar to math, the age of the high school science program materials varies by course and level of the course. As a result these varied needs will be addressed over multiple years of the plan, as identified by the five phases in the plan.

vii. **Foreign Language**

The program needs of the foreign language department will be met over 3 phases, beginning with the FY19 budget.

viii. **Health/Wellness, Art, Music and Partnership Programs**

The needs of these various programs are spread over the entire length of the textbook plan.

It should be noted that engineering falls under the Partnership Program, with significant training and program revision occurring over the time period of 2021-2024 in the plan.

b. WRSD 2016-2021 Technology Plan (Tech Plan)

i. The Tech Plan has been updated to reflect the progress made this year on various technology initiatives and to include initiatives and costs included in the FY19 budget.³

ii. Table 1 on the top of the next page shows the per-pupil technology expenditures by year and places them in a level established by the DESE. **Table 1: Technology Expenditures**

FY	Enrollment	Tech Budget	Per Pupil Expense	Level
2013	7,469	\$707,113	\$95	Early Tech
2014	7,388	\$749,914	\$102	Early Tech
2015	7,349	\$788,283	\$107	Early Tech
2016	7,343	\$1,100,895	\$150	Early Tech
2017	7,298	\$795,899	\$109	Early Tech
2018*	7,148*	\$936,304*	\$131*	Early Tech

*Based on Oct. 1st enrollment numbers and the FY18 adopted budget

i. **Technology Hardware**

Table 2 below shows the progress the District is making on the various initiatives with respect to technology hardware, including wireless access within our buildings and providing students and staff with up-to-date devices. Overall, we are ahead of plan with respect to wireless access and bit behind in the purchase of devices (Chromebooks and laptops).

Table 2: Technology Hardware Plan

Benchmark	FY16	FY17	FY18	FY19	FY20	FY21
1:1 WRHS (Gr. 9-12)	No	Wire Bldg. & Tchr. PD	Gr. 9* & Tchr. P.D.	Gr.9-10* & Tchr. P.D.	Gr. 9-12* & Tchr. P.D.	Yes Gr. 9*
MS (Gr. 6-8)	Begun	Begin Teacher Training	Wiring Phase 2	Finish Wiring	Gr. 6-8 1-to-1	Gr. 6-8 1-to-1
			3:1 Devices	2:1 Devices		
			Tchr. Training	Tchr. Training		
Elem (Gr. 1-5)	No	Begin Wiring	Wiring Phase 2	Wiring Phase 3	Finish Wiring	2:1
		Teacher Training	5:1 Devices	4:1 Devices	3:1	
			Tchr. Training	Tchr. Training		
Early Childhood	No	No	No	No	Tchr. Training	Bldg. Wiring
1:1 Teacher Laptops	No	Grades 9-12	Grades 6-8	Grades 3-5	Grades PK-2	Ongoing Upgrade

*HS 1:1 initiative; Orange-plan not yet addressing; Purple-plan is in the process of addressing the need; Green-need has been met and the plan continues to support.

ii. **Tech Staffing**

Table 3 below lays out our technology staff plan, which includes the addition of a Technology Integration Specialist in FY19. This person will help staff to develop effective ways to integrate technology into their classes and instructional practices.

Table 3: Technology Staffing Plan

Position	FTE	Year	Notes
Technology Director	1.0	FY20	Result of Dept. Reorganization. Lend direction to technology expansion, staff training, and communication with stakeholders (no net impact to budget)
Data Manager	1.0	FY20	Result of Dept. Reorganization (no net impact to budget)
Network Manager	1.0	FY18	Necessary to support expanded network use and increased number of devices (position is new to the FY18 budget)
Technology	1.0	FY19	HS Tech. Integration Specialist (new to FY19 budget)

Integration Specialists	1.0	FY20	MS Tech. Integration Specialist (anticipated new to budget)
	1.0	FY21	Elementary Tech. Integration Specialist (anticipated new)
	1.0	FY22	District-wide Integration Specialist
Technology Support	8.0	Existing	Numbers of new devices expected to increase each year

- iii. As a result of reviewing progress made on the Technology Plan, Table 4 (below) was developed. In this table are items proposed for the 2018-19 school year, with most of the items being funded by the FY19 Technology Budget. It should be noted that the cost of teacher training will be covered by grants.

Table 4: FY19 Budget: Technology Requests

FY19 Anticipated Improvements		
Item	Estimated Cost	Comments
2 nd year of WRHS 1:1 program	\$45,000*	At a minimum, devices provided to incoming grade 9 students at the high school
Staff Chromebooks (Phase 2)	\$20,000	Gr. 3-5 Teacher Chromebooks
Teacher Training (Phase 2)	\$20,000**	PD for lead teachers in tech integration
HS Laptop Renewal (Ongoing)	\$45,000	Replacing approximately 25% per year as part of ongoing plan
HS Integration Specialist	\$75,000	Support the instructional needs of HS staff as they integrate technology into their classes
Network tools and software	\$25,000	Web filtering, device management, app licenses

*Cost for one year of 3-year financing; **Grant funded

Notes/Resources

- 1 For more information on Fountas and Pinnell Classroom, please refer to <http://www.fountasandpinnell.com/fpc/>
- 2 For more information about the revision to the DESE History and Social Sciences Curriculum Framework, please refer to <http://www.doe.mass.edu/candi/standardsreview/hss.html>
- 3 The full Technology Plan can be accessed on the main page of the District website at <http://www.wrsd.net/documents/TechnologyPlan.pdf>

**Wachusett Regional School District
K-12 Textbook Plan**

Subject	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ELA (PrK-5)	Elemen. ELA, Phase 1 (K): \$220,000 PD: \$20,000	Elemen. ELA, Phase 2: \$208,000 PD: \$40,000	Elemen. ELA, Phase 3: \$170,000 PD: \$40,000	Elemen. ELA, Phase 4: \$166,000 PD: \$40,000	Elemen. ELA, Phase 5: \$162,000 PD: \$40,000	Elemen. ELA, Phase 6: \$162,000 PD: \$40,000	PD: \$20,000		
ELA (6-8)							MS ELA Phase 1: \$18,000	MS ELA Phase 2: \$18,000	MS ELA Phase 3: \$18,000
ELA (9-12)		HS ELA: Update Novels (Multi-year initiative): \$8,000/yr.	HS ELA: \$8,000	HS ELA: \$8,000	HS ELA: \$8,000	HS ELA: \$8,000	HS ELA: \$8,000	HS ELA: \$8,000	HS ELA: \$8,000
Hist./Social Studies (6-8)					MS Hist., Phase 1: \$200,000.				
Hist./SS (9- 12)						HS Hist. Phase 1: \$55,000	HS Hist. Phase 2: \$20,000	HS Hist. Phase 3: \$55,000	
Mathematics (PreK-5)	Eureka Math: \$129,000 PD: \$25,000	Eureka Math: \$132,000 PD: \$25,000	Eureka Math \$135,000 PD: \$25,000	Eureka Math: \$138,000	Eureka Math: \$141,000	Eureka Math: \$143,000	Eureka Math: \$145,000	Elemen. Math, Phase 1: \$400,000	Elemen. Math, Phase 2: \$400,000
Mathematics (6-8)				MS Math, Phase 1: \$125,000			MS Math Phase 2: \$40,000		MS Math, Phase 3: \$150,000
Mathematics (9-12)	HS Math Phase 1: \$20,000	HS Math Phase 2: \$45,000	HS Math- Phase 3: \$31,000		HS Math- Phase 4: \$45,000		HS Math- Phase 5: \$45,000	HS Math- Phase 6: \$45,000	
Science (K-5)		Elem. Science Program Mtrls., Phase 1: \$40,000	Elem. Science Program Mtrls., Phase 2: \$25,000			Elem. Science Program Mtrls., Phase 3: \$20,000			

Subject	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Science (6-8)	MS Science Program Mtrls., Phase 1: \$30,000	MS Science Program Mtrls., Phase 2: \$6,000		MS Science Program Adoption \$210,000			MS Science Program Mtrls., Phase 3: \$18,000		
Science (9-12)			HS Science, Phase 1: \$146,000			HS Science, Phase 2: \$30,000	HS Science, Phase 3: \$91,000	HS Science, Phase 4: \$18,000	HS Science, Phase 5: \$15,000
Foreign Language		Foreign Lang., Phase \$60,000	Foreign. Lang., Phase 2: \$38,000			Foreign Lang., Phase 3: \$30,000			
Health, Wellness, Art, Music, and Partnership Programs		Physical Education Program Mtrls.: \$30,000	Music, Phase 1: \$2,000 Partnership Programs, Phase 1: \$9,000	Partnership Programs, Phase 2: \$9,000	Music, Phase 2: \$20,000 Partnership Programs, Phase 3: \$9,000 PD: \$8,000	Partnership Programs, Phase 4: \$85,000 PD: \$8,000	Music, Phase 3: \$20,000 Partnership Programs, Phase 5: \$125,000 PD: \$14,000	Music, Phase 4: \$20,000 Partnership Programs, Phase 6: \$9,000	Music, Phase 5: \$20,000 Partnership Programs, Phase 7: \$9,000
Total Textbooks (Local Budget)	\$399,000	\$529,000	\$564,000	\$656,000	\$585,000	\$533,000	\$539,000	\$573,000	\$620,000
Total PD (Grant Funded)	\$45,000	\$65,000	\$65,000	\$40,000	\$48,000	\$48,000	\$34,000		
Grand Total	\$444,000	\$594,000	\$629,000	\$696,000	\$633,000	\$581,000	\$573,000	\$573,000	\$620,000

Note: Textbook costs (not including PD) average about \$555,000 per year for this plan. If this amount had been spent in FY18, it would represent 0.6% budget. PD costs average about \$45,000 per year for the plan, and it is anticipated that this cost will be covered by grants.

To: Darryll McCall, Superintendent
From: Joseph Scanlon, Director of Business & Finance
Date: 1/12/18
Re: Business Office Update for 1/22/2018

FY18 Budget Status

Attached is a Munis year to date Budget Report through Period 6 (December) (see Attachment A). The box below looks at a 2-year history of spending, this year's budget and the current appropriation budget status:

Appropriation	FY16 Audited Actuals	FY17 Projected Yearend	FY18 Budgeted Expenditures	FY18 Budget Status Per 6
Salaries & Stipends	\$53,798,213	\$55,571,650	\$57,377,745	\$1,821,303
Benefits & Insurance	\$11,760,583	\$13,067,423	\$14,770,719	\$319,149
Instructional Support	\$2,786,891	\$2,290,442	\$2,622,289	\$261,488
Operations & Maintenance	\$3,258,472	\$3,253,835	\$3,400,962	\$273,236
Pupil Services	\$82,230	\$74,507	\$49,615	(\$6,016)
Special Ed Tuitions	\$1,491,891	\$2,076,080	\$2,077,428	(\$2,291,925)
Other Operating Costs	\$1,313,531	\$1,061,890	\$1,152,873	\$704,103
Transportation	\$5,641,339	\$6,282,727	\$6,415,854	(\$73,735)
Debt Service	<u>\$2,570,711</u>	<u>\$2,551,056</u>	<u>\$2,510,894</u>	<u>\$0</u>
Total General Fund YTD	\$82,703,861	\$86,229,610	\$90,378,379	\$1,007,603

The following comments are provided for each expense appropriation:

1. Salaries & Stipends – As of Period 6 (December) this appropriation is showing a positive balance which will be reduced as spending occurs for hourly employees and for substitutes and stipends. At this point in the year this appropriation is projected to end with a surplus.
2. Benefits & Insurance – As of Period 6 (December) this appropriation is showing a surplus which will decrease until year-end when employee benefits are charged-backed to grants and revolving funds. This appropriation is projected to end the year with a surplus.
3. Instructional Support – As of Period 6 (December) this appropriation is showing a positive balance which will decrease as remaining budgets are spent down.
4. Operations & Maintenance – As of Period 6 (December) this appropriation is showing a positive balance which will decrease through the heating season.
5. Pupil Services – As of Period 6 (December) this appropriation is showing a small deficit which is reflective of increased spending in the health office accounts.
6. Special Education Tuitions - As of Period 6 (December) spending in this appropriation remains significantly over budget. Prior to the end of the fiscal year a budget transfer will be needed to offset this deficit.
7. Other Operating Costs – As of Period 6 (December) the positive balance in this appropriation will be reduced each month following tuition-out charges for School Choice and Charter School. At this point in the year this appropriation is projected to end with a surplus.
8. Transportation - As of Period 6 (December) the current deficit reflects increased SPED Transportation expenses along with a greater amount of Homeless Transportation expenses. Prior to the end of the fiscal year a budget transfer will be needed to offset this deficit.
9. Debt Service – As of Period 6 (December) this appropriation is showing no remaining balance as all debt service payments for the balance of the year have been encumbered.

Business Office Update for 1/22/2018 (continued)

FY17 Revenue Budget Status

Attached is a Munis Revenue Budget Report through Period 6 (December) (See Attachment B). At this point in the year revenues are projected to run tight to the budget.

Revenue Source	FY16 Audited Actuals	FY 17 Projected Actuals	FY18 Budgeted Revenues	FY18 Budget Status Per 5
Town Assessments	(\$52,954,294)	(\$56,539,230)	(\$59,608,255)	(\$29,804,128)
Chapter 70 Aid	(\$25,438,325)	(\$26,385,616)	(\$26,970,138)	(\$11,185,480)
Ch. 71 Transportation Aid	(\$2,673,833)	(\$2,376,274)	(\$2,221,659)	\$0
Charter Aid	(\$39,456)	(\$33,417)	(\$65,830)	(\$19,115)
Medicaid Reimbursement	(\$647,908)	(\$859,413)	(\$897,748)	(\$182,637)
Investment Income	(\$31,143)	(\$13,253)	(\$25,500)	(\$5,777)
Miscellaneous	(\$195,775)	(\$281,720)	(\$439,250)	(\$63,977)
Excess & Deficiency	(\$567,871)	(\$0)	(\$150,000)	\$0
Total General Fund YTD	(\$81,980,734)	(\$86,488,923)	(\$90,378,379)	(\$41,261,114)

FY18 Revolving & Fiduciary Fund Balance

Attached is the Revolving and Fiduciary Funds Report as of November 2016 (See Attachment D).

FY18 Target Area Progress Report

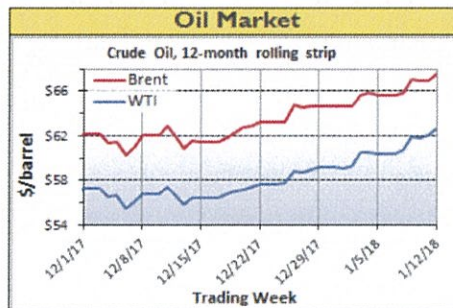
The following is an update of targeted expenditures for Instructional Supplies, Textbooks, Technology, and Maintenance Repairs as detailed in the attachments in the back of the Budget Book.¹

Target Area	Object	Budgeted	Spent YTD	Encumbered	Remaining	% Used
Instructional Supplies	574001	\$283,678	\$207,797	\$5,954	\$70,556	75.20%
Textbooks	584581	\$346,857	\$331,834	\$621	\$32,404	91.10%
Technology Hardware	564528	\$192,154	\$133,944	\$76,208	(\$17,998)	109.40%
Maintenance Repairs	585318	\$217,425	\$253,895	\$23,607	\$61,523	81.90%
Totals		\$1,040,114	\$927,470	\$106,389	\$146,485	87.59%

FY19 FREC Fuel Oil Bid Opening

The French River Educational Collaborative (FREC) heating oil bid for 2017-18 was held on 11/13/17 in Oxford, MA. This bid involved 30+ participants with a collective volume of over 2.6 million gallons of fuel. Business Managers from Auburn, Douglas, Dudley-Charlton, Leicester, Quabbin, Tantasqua and Wachusett attended the bid opening. The lowest of five (5) qualified bids (see below on the right) was Santa Buckley at \$2.0611/gal which is an increase of \$0.32 or 18.5% over the current price. At an estimated volume of 252,312 gallons the increased cost to the Wachusett Regional School District for 2018-19 would be \$81,143.54.

There was a lengthy discussion about whether or not to reject and reissue the bid. However after reviewing some market indexes (Competitive Energy Services, NYMEX) it became a unanimous vote of to accept the bid. That apparently was the right decision because since the bid was accepted in mid-November the price of oil has only continued to climb higher (see chart on the right).



Company	Bid Price
Santa Buckley	\$2.0611
Peterson Oil	\$2.0640
Petroleum Traders	\$2.0700
Sprague Energy	\$2.1007
Dennis Burke	\$2.1559

To award this contract sample wording for the resolution listed on the agenda is as follows:

Motion: To award the 2017-2018 heating fuel contract to Santa Buckley of Bridgeport, CT at a firm fixed price of \$2.0611/gal. per the French River Educational Center (FREC) collaborative purchasing bid on 11/13/17.

¹ <http://www.wrsd.net/finance/FY18%20Budget%20Book.pdf>

Business Office Update for 1/22/2018 (continued)

Parameters of Late Bus Pilot

After reviewing various options AA Transportation has proposed routing, costs and procedures to conduct a pilot program for two (2) Late Buses as follows:

Late Bus Route #1	Late Bus Route #2
Paxton, Rutland & Princeton	Holden & Sterling
WRHS 4:45 Big Y Rt 31 Paxton Center School 4 Corners Rutland Rutland Library Rutland Community Center Ball Hill Princeton Princeton Library Mountain Barn 5:45	WRHS 4:45 Subway Papa Gino Chapin Chapel Mountview Middle School River St & Wachusett St Goodile Market Christoff and Sons Houghton Elementary Sterling Library 5:45
Cost per student \$125.00	Cost per student \$125.00
Target number of students 50	Target number of students 50

For this pilot program each late bus run would be approximately one (1) hour long and run four (4) days a week (not on Friday). It is anticipated that the pilot would start on Monday March 19, 2018 (the day spring sports start) and run through Thursday June 14, 2018 (12 weeks). Over the coming weeks the school will advertise the Late Bus pilot program with a cost per rider of \$150.00 which is to be paid in full directly to AA Transportation (not to the school) no later than Friday 2/16/18. If not enough students sign up AA Transportation will issue refunds to those who paid. If one or more pilot runs has enough sign-ups to proceed all students who paid will be issued a Late Bus Pass which they must present every time they take the bus.

If you have any questions ahead of the meeting or would like any additional information feel free to contact me.

Joseph Scanlon
Director of Business & Finance
Wachusett Regional School District
Office 508-829-1670 ext 226
Cell 413-461-5233
joe_scanlon@wrsd.net

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YEAR-TO-DATE BUDGET REPORTP 1
glytdbud

FOR 2018 06

ACCOUNTS FOR: 001 GENERAL FUND	ORIGINAL APPROP	TRANSFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
1 SALARIES & STIPENDS	57,285,431	90,200	57,375,631	21,453,143.38	34,101,184.67	1,821,303.17	96.8%
2 BENEFITS & INSURANCE	14,769,034	1,685	14,770,719	9,310,810.52	5,140,759.89	319,148.73	97.8%
3 INSTRUCTIONS & SUPPORT	2,640,288	-19,249	2,621,039	1,594,559.27	764,992.19	261,487.73	90.0%
4 OPERATIONS & MAINTENANCE	3,400,962	2,114	3,403,076	1,139,265.59	1,990,574.31	273,235.73	92.0%
5 PUPIL SERVICES	49,615	1,250	50,865	43,651.44	13,229.25	-6,015.69	111.8%
6 SPECIAL ED TUITIONS	2,153,428	-76,000	2,077,428	1,686,504.44	2,682,848.19	-2,291,924.64	210.3%
7 OTHER OPERATING COSTS	1,152,873	0	1,152,873	448,770.00	.00	704,102.93	38.9%
8 TRANSPORTATION	6,415,854	0	6,415,854	2,556,609.36	3,932,979.55	-73,735.31	101.1%
9 DEBT SERVICE	2,510,894	0	2,510,894	2,035,265.63	475,628.13	.04	100.0%
TOTAL GENERAL FUND	90,378,379	0	90,378,379	40,268,579.63	49,102,196.18	1,007,602.69	98.9%

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9820jscaWachusett Regional School District
YEAR-TO-DATE BUDGET REPORTP 1
glytdbud

FOR 2018 06

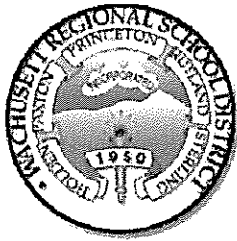
ACCOUNTS FOR: 001	GENERAL FUND	ORIGINAL APPROP	TRANSFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
401412	ASSESSMENT REV-NON NSS-HOL	-17,626,751	0	-17,626,751	-8,813,376.00	.00	-8,813,375.00	50.0%
401413	ASSESSMENT REV-NON NSS-PAX	-4,120,925	0	-4,120,925	-2,060,462.50	.00	-2,060,462.50	50.0%
401414	ASSESSMENT REV-NON NSS-PRI	-3,456,189	0	-3,456,189	-1,728,094.50	.00	-1,728,094.50	50.0%
401415	ASSESSMENT REV-NON NSS-RUT	-7,016,724	0	-7,016,724	-3,508,362.50	.00	-3,508,361.50	50.0%
401416	ASSESSMENT REV-NON NSS-STE	-8,145,271	0	-8,145,271	-4,072,636.00	.00	-4,072,635.00	50.0%
401422	ASSESSMENT REV-NSS-HOL	-5,633,755	0	-5,633,755	-2,816,877.50	.00	-2,816,877.50	50.0%
401423	ASSESSMENT REV-NSS-PAX	-1,216,241	0	-1,216,241	-608,120.50	.00	-608,120.50	50.0%
401424	ASSESSMENT REV-NSS-PRI	-779,155	0	-779,155	-389,577.50	.00	-389,577.20	50.0%
401425	ASSESSMENT REV-NSS-RUT	-2,890,301	0	-2,890,301	-1,445,150.50	.00	-1,445,150.50	50.0%
401426	ASSESSMENT REV-NSS-STE	-2,017,855	0	-2,017,855	-1,008,928.00	.00	-1,008,927.00	50.0%
401432	TRANS ASSESS-HOLDEN	-1,884,700	0	-1,884,700	-942,350.00	.00	-942,350.00	50.0%
401433	TRANS ASSESS-PAXTON	-406,878	0	-406,878	-203,439.00	.00	-203,438.90	50.0%
401434	TRANS ASSESS-PRINCETON	-260,656	0	-260,656	-130,328.00	.00	-130,328.10	50.0%
401435	TRANS ASSESS-RUTLAND	-966,913	0	-966,913	-483,456.50	.00	-483,456.40	50.0%
401436	TRANS ASSESS-STERLING	-675,047	0	-675,047	-337,523.50	.00	-337,523.90	50.0%
401442	DEBT ASSESS-HOLDEN	-1,043,605	0	-1,043,605	-521,802.50	.00	-521,802.50	50.0%
401443	DEBT ASSESS-PAXTON	-254,750	0	-254,750	-63,687.00	.00	-191,062.50	25.0%
401444	DEBT ASSESS-PRINCETON	-174,357	0	-174,357	-150,865.00	.00	-23,491.70	86.5%
401445	DEBT ASSESS-RUTLAND	-633,937	0	-633,937	-316,968.50	.00	-316,968.70	50.0%
401446	DEBT ASSESS-STERLING	-404,245	0	-404,245	-202,122.50	.00	-202,122.60	50.0%
401450	CHAPT 70-REGIONAL SCHOOL AID	-26,970,138	0	-26,970,138	-11,185,480.00	.00	-15,784,658.00	41.5%
401451	CHAPT 71-REGIONAL SCHOOL TRA	-2,221,659	0	-2,221,659	.00	.00	-2,221,659.00	.0%
401452	CHAPT 70-CHARTER REIMBURSE	-65,830	0	-65,830	-19,115.00	.00	-46,715.00	29.0%
401454	TXFR-UNRESERVED E&D	-150,000	0	-150,000	.00	.00	-150,000.00	.0%
401455	MEDICAL	-897,747	0	-897,747	-182,636.57	.00	-715,110.43	20.3%
401460	INTEREST	-25,500	0	-25,500	-5,777.25	.00	-19,722.75	22.7%
401462	MISC REVENUE	-439,250	0	-439,250	-63,977.27	.00	-375,272.73	14.6%
TOTAL GENERAL FUND		-90,378,379	0	-90,378,379	-41,261,114.09	.00	-49,117,264.41	45.7%

WACHUSETT REGIONAL SCHOOL DISTRICT

November 2017

GOVERNMENTAL FUNDS, FIDUCIARY FUNDS CASH & FUND BALANCES REPORT

FUND/ FUND	FUND NAME	CASH BALANCE					ENCUMBERED	ENDING CASH BALANCE	ENDING FUND BALANCE
		YEAR TO DATE							
		REVENUE	EXPENDED	BEG BAL	REVENUE	EXPENDED			
022	CAFETERIA	205,851.49	175,457.29	(24,870.11)	696,225.49	517,096.98		154,258.40	154,258.40
023	ATHLETIC	26,350.85	80,002.88	185,045.75	196,563.10	141,607.60		240,001.25	240,001.25
027/101	KINDERGARTEN	76,818.43	48,005.09	352,305.58	399,156.91	144,007.37		607,455.12	607,455.12
027/510	APPLIED ARTS	4,803.00	6,507.78	35,586.97	32,343.00	16,547.60		51,382.37	51,382.37
027/511	BUILDING USE	2,480.00	6,157.89	68,911.25	22,685.00	21,165.00		70,431.25	70,431.25
027/512	DAMAGED PROPERTY			5,016.81	0.00	0.00		5,016.81	5,016.81
027/514	DRIVER EDUCATION	29,476.95	27,459.89	32,120.29	77,216.95	64,473.94		44,863.30	44,863.30
027/515	EQUIP REPAIRS			0.00	0.00	0.00		0.00	0.00
027/516	GIFTS & GRANTS	3,253.56	8,812.52	60,542.27	103,539.36	84,853.71		79,227.92	79,227.92
027/517	LOST BOOKS		24.78	12,245.49	1,738.91	957.03		13,027.37	13,027.37
027/518	PARKING	600.00	5,238.14	43,172.25	54,500.00	15,647.14		82,025.11	82,025.11
027/519	PERFORMING ARTS	3,828.00	5,988.03	0.00	6,515.50	6,009.03		506.47	506.47
027/520	SCHOOL TECHNOLOGY			0.00	0.00	0.00		0.00	0.00
027/522	SUMMER SCHOOL			4,961.29	0.00	0.00		4,961.29	4,961.29
027/524	LOCKER FEES			20,656.51	2,065.00	4,660.00		18,061.51	18,061.51
027/151	STERLING EXTENDED DAY			282.48	0.00	0.00		282.48	282.48
027/151	PRINCETON EXTENDED DAY	1,073.00	3,504.25	25,646.40	11,040.00	25,323.46		11,362.94	11,362.94
027/151	DAVIS HILL EXTENDED DAY			0.00	0.00	0.00		0.00	0.00
028/000	ECC TUITION	13,158.84	7,583.18	113,316.45	38,987.15	37,915.90		114,387.70	114,387.70
028/550	SCHOOL CHOICE	72,677.00	72,677.00	0.00	363,385.00	290,708.00		72,677.00	72,677.00
028/551	CIRCUIT BREAKER			0.00	563,627.00	563,627.00		0.00	0.00
028/554	INSURANCE REIMBURSEMENTS			0.00	0.00	0.00		0.00	0.00
029	ADULT EDUCATION			71.33	0.06	0.00		71.39	71.39
040	PROGRAM INITIATIVES		9,285.52	51,423.14	73,683.00	50,595.87		74,510.27	74,510.27
050	STUDENT ACTIVITIES	129,176.80	126,592.36	474,638.96	365,986.11	257,504.64		583,120.43	583,120.43
060	TRUST FUND/SCHOLARSHIPS			191,094.96	0.00	0.00		191,094.96	191,094.96
TOTALS		569,547.92	583,296.60	1,652,168.07	3,009,257.54	2,242,700.27	0.00	2,418,725.34	2,418,725.34



Wachusett Regional School

District

Holden, Paxton, Princeton, Rutland, Sterling

To: Darryll McCall
Superintendent of Schools

From: Jeff Carlson
Director of Human Resources

Re: December, 2017 Activity Report

Date: Thursday, January 18, 2018

1. Personnel

- *A long term substitute Teaching position for Chocksett has been filled.*
- *An ABA/PA substitute position has been posted for District Wide programs.*
- *A Speech Assistant substitute position has been posted.*
- *A Paraprofessional vacancy at Naguag has been posted.*
- *Human Resources staff are adding additional substitute personnel in the areas of Teaching, Paraprofessionals, Café , and Custodial.*
- *The Head Custodian position at Davis Hill has been posted due to a pending retirement.*
- *A part-time Senior Custodian position has been posted for ECC and Central Office.*
- *Spring Athletic postings are being prepared for a posting date later this month.*

2. Collective Bargaining

- *Negotiations are ongoing with our 8 bargaining units. The District Bargaining Team will be meeting with many of the non – Teaching Units in the weeks ahead.*

3. Health Insurance

- *The District is conducting a special open enrollment for life insurance with Boston Mutual from January 8, 2018 – January 29, 2018. Staff will have an opportunity to join the plan and or increase existing coverage limits. Information related to the open enrollment was provided in District News and a Boston Mutual representative will be at the District on January 16th.*
- *The District's Wellness Initiative did Biometric Screenings at a number of school's this past month. Approximately 125 District staff took part in this program . The District is assessing what it still has available for Wellness benefits and will be working with Blue Cross Blue Shield representatives on additional programming thru June 30 th.*

4. Fingerprinting update

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

5. Teacher/ Administrator Licensure

- *The Director continues to work with any new hires on licensing issues but the focus has now turned to existing staff as the school year has started. Existing staff need assistance with advancing and renewal of licenses.*

6. Human Resources / Business Office Meetings

- *The Director continues to work closely with the Business and Finance Director on issues impacting our two departments. This involves working collaboratively on the implementation of the FY18 budget and preparations for the FY19 budget.*

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

Special Education- School Committee Report

Submitted by: Kimberly Merrick, Ed.D, Administrator of Special Education

January, 2018

Theme: Learning Results and Professional Development

The Office of Special education is offering the following professional development opportunities for special and general education teachers:

- The District is offering Orton Gillingham certification for selected special education teachers. Orton Gillingham is an empirical multisensory reading approach used to serve students who are diagnosed with dyslexia. Certification is awarded to participants who complete 150 hours of classroom study and complete a 150 hour practicum tutoring students.
- *Measuring Student Growth.* All special education program teachers and providers will participate in two sessions including; an overview of assessments, data collection, data analysis, and using results to drive instruction in the classroom.
- District wide special education teachers participated in Fountas and Pinnell LLI training for two days in October. Fountas and Pinnell is a research based reading program for all students and LLI is the intervention used with students who struggle with learning to read.
- Special education teachers will participate in Eureka math training in the spring.
- The District is offering *Comprehension for Students With Disabilities* for all special education teachers and related service providers across the district. It includes four sessions on 10/26, 1/25, 3/9, and 3/29.
- There are two cohorts of Dialectical Behavioral Training (DBT) being offered for staff primarily at the high school and for any new school psychologists and counselors in the District.

All paraprofessionals will participate in professional development provided by RIBUS and associates including the following topics:

- Working in Classrooms with Students with Neurological and Emotional Disabilities
- Overview of Disabling Conditions
- Effective Questioning strategies
- Understanding Intelligence and Motivation
- Management of Groups and Individuals
- Executive Functioning

Theme: Family Connection and Communication

The District began after school intramural sports for students with disabilities on November 6th! We had 60 students attend! The program is on Monday evenings 4-6pm at Glenwood School Gymnasium. We begin each evening with our 6th grade-post graduate students from 4-5pm followed by our K-5 students from 5-6pm.

Our fifth annual Special Olympic games will take place on March 15th, 10-12am in the Wachusett Regional High School Gymnasium. Please join us!

Central Office Special Education Administration will offer 3-4 *Coffee and Conversation* hours during this school year. This is a venue for parents to hear about the latest events in special education and to ask questions regarding special education services and programs. We had six parents attend our most recent coffee hour in January. Our next hour will be in March-the date is TBD.

The Department of Special Education has a Twitter account. Please come and Tweet with us at WachusettSPED!

Theme: Operations/ Budget

The district was awarded \$1,609,620.00 in entitlement grant funds (SPED 240). The district allots \$1,448,525.00 to out of district tuitions and the remaining amount is used for professional development, eSped, assistive technology for students and staff, conferences, etc.

Unfortunately, this year the district will not receive the SPED 274 federal entitlement grant. Due to federal budget cuts, only districts with LEVEL III or higher designations will receive this funding. WRSD typically receives \$58,405.00.