

# *Wachusett Regional School District*

*Holden, Paxton, Princeton, Rutland, Sterling*

November 2, 2018

To: *Wachusett Regional School District Committee*

Kenneth Mills, Chair	Robert Imber
Christina Smith, Vice-chair	Sarah LaMountain
Scott Brown	Matthew Lavoie
Thomas Curran	Linda Long-Bellil
Michael Dennis	Amy Michalowski
Anthony DiFonso	Benjamin Mitchel
Rachel Dolan	Michael Rivers
Harriet Fradellos	Asima Silva
Stephen Godbout	Megan Weeks
Maleah Gustafson	Charles Witkes
Susan Hitchcock	Adam Young

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

SUBJECT: Superintendent's Report

## Posting and Subcommittee Assignments

Attached is the updated posting of School Committee and subcommittee meetings for November, and December (attachment 1). Please be reminded of the FY20 Budget Roundtable, a now annual event scheduled for Thursday, November 8<sup>th</sup>, 6:30 PM to be held at the Holden Senior Center, 1130 Main Street in Holden. This is an open meeting and all are welcome and encouraged to attend. Representation at the table is on a limited basis, with selected members of the town Selectboards, Finance/Advisory Committees, and town administrators along with Chair Mills representing the School Committee, and District administration sitting together to discuss, plan, and brainstorm as the towns and the District develop the FY20 budgets. To date, we have heard that Senator Chandler, Senator Tran, and Representative Ferguson will be attending the meeting.

## Superintendent Draft Goals

At our meeting on Monday evening, I will review my draft goals with the full Committee. These draft goals have been reviewed on several occasions with members of the Superintendent Goals and Evaluation Subcommittee and will serve as a guide for me as I work through this academic year. School Committee members have been provided the opportunity to provide input to my

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**Jefferson School**

1745 Main Street, Jefferson, MA 01522

Telephone: (508) 829-1670 Facsimile: (508) 829-1680

suggested goals and School Committee action to accept and approve these goals is on the agenda for Monday evening's meeting. Below I speak to my proposed 2018-2019 goals and I invite members to ask questions Monday evening:

## Student Learning Goal:

*By June 2019, 100% of principals will utilize the Early Warning Indicator System (EWIS), with the Superintendent leading District administrators to identify characteristics that will determine whether students are at-risk. Data protocol will be developed by the Superintendent to be used for identification of, plan development for, and assessment of improvements in the performance of these students.*

The EWIS is a state-provided tool for districts to help identify students who may be at risk of not meeting important academic goals and provide data, information, and support to school-based administration to help students get back on track. This comprehensive system spans first grade through high school graduation and beyond. With this abundance of very useful and beneficial student information, our goal is to identify at-risk students as soon as possible and set specific improvement goals in order to assist all children to be successful students.

## Professional Practice Goal:

*The Superintendent will develop leadership capacity in his administrative team by facilitating at least eight administrative leadership meetings that focus on consistency of practice, vision for success, and support of the WRSD Strategic Plan. By June 2019 he will also develop an induction program for each category of administrators (principal, assistant principal, Central Office) to increase the confidence and success of new administrators to the District.*

Even before the school year begins, the WRSD administrative team gathers at the August Administrative Retreat for two days of professional development, collaboration, and team building. An area of focus continues to be on supporting the WRSD Strategic Plan through consistency in goals from school to school. Building principals and District administration are together for both days, and the District's Assistant Principal team participates in the Retreat the second day. Once the school year begins, meetings of the PLT (Principal Leadership Team) and the Curriculum Team are scheduled on an every other week (+/-) basis. These Thursday morning meetings (7:45 - 10:00 AM) are the opportunity for District administration and school principals to meet, discuss, plan, and work together as leaders of the District.

Mentoring and counseling of any person new to a position is important, and in order to have a strong school and district leadership team, it is imperative that new principals and members of our administrative team learn from our veteran staff. With three new principals, and the anticipated appointment of an Interim Principal at the Early Childhood Center, I have called upon our "veteran" principals to mentor their counterparts, to be point of contact for these new building leaders, and to help guide them during their initial year as Wachusett principals. I am grateful to our veteran principals for volunteering to

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serve in this role, and I look forward to watching all principals benefit from working together.

### District Improvement Goals:

*By July 2019, ALICE training will be provided at all schools, with at least 80% of staff to be trained within year 1 of a three year roll-out and a comprehensive Emergency Operation Plan (EOP) will be developed for all schools.*

Nothing is more important than the safety and security of our students and staff. School safety has always been and continues to be of the utmost importance at the District level, at the school level, and to our public safety officials and officers. To date, 11 of our building administrators have attended the two-day ALICE Institute train-the-trainer training, and two WRHS Assistant Principals are registered to attend this training in January 2019. At the above mentioned August Administrative Retreat, our expanded administrative team took part in the online portion of ALICE training and staff throughout the District has or will take this online training in the coming months during professional development time. When this goal is approved, we will continue our work with Member Town police and fire departments in the development of EOPs for our schools and the District Central Office.

*By June 2019, create a protocol by which every school has a consistent approach to working with the Panorama data associated with students' sense of belonging.*

Educating the whole child is what we do in this district. Using the tools available through the Panorama website allows us to gather data about our students and to use this data in supporting students' growth in social-emotional learning.

I have attached draft Superintendent Goal Plan 2018-2019 and draft Educator Plan Form for you to review prior to the meeting (attachments 2 & 3).

### John and Abigail Adams Scholarship Qualifiers

Congratulations to the 148 members of the WRHS Class of 2019 who have qualified for the John and Abigail Adams Scholarship based upon their performance on the spring 2017 grade 10 MCAS tests. This scholarship provides free tuition at our state universities, colleges and community colleges (attachment 4).

### MCAS Results and Presentation to the School Committee

The parent/guardian copies of spring 2018 MCAS results were mailed out on October 15th. Last spring was the first year all grades 3 – 8 students took the online version of the MCAS. Deputy Berlo and I have participated in two webinars concerning the new MCAS results and have spent time speaking with principals concerning their results. Attached to this document are blank copies of the new parent reports that were sent home to families earlier this fall (attachment 5).

These new changes, as well as the information pertaining to the 2017 next-generation MCAS

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results for Wachusett, will be presented, reviewed, and discussed at Monday's meeting. Deputy Superintendent Berlo and I will make a presentation on the 2017 next-generation MCAS results for Wachusett, and we will have the opportunity to review and discuss the results and data at the meeting.

### Class Size Update

Now that the year is well underway and class sizes have been solidified (at least as of this date, since enrollment numbers are always fluid), I am sharing a class size update with you (attachment 6). This data outlines all class sizes, by school and grade, based upon our most recent updated numbers. Policy 3510 *Class Size* recommends class sizes:

- 19 - kindergarten through 2
- 22 - grades 3 through 5
- 23 - grades 6 through 12

You will note in the attached document that there are 82 classes (red and bold) that exceed the recommended class sizes stated in Policy 3510 (attachment 7). In order to meet the recommended class size numbers, the District would need to hire 26 more teachers k – 8, and at the high school level, we would need to hire approximately 9 teachers. The dollar amount needed if this district were to hire enough teachers to stay within WRSDC policy guidelines would be approximately \$1,925,000.

### Resolution in Support of Full Funding for Our Public Schools

Always an important topic for the Committee, District administration, and our Member Town residents and officials is funding for our schools. At Monday's meeting, the Committee will be asked to vote on a resolution in support of full funding for our schools (attachment 8). This resolution, brought to our attention by the WREA Board following their September 24<sup>th</sup> vote to request that WRSDC adopt such a resolution, has been reviewed by the Management Subcommittee and that subcommittee recommends the full School Committee support this resolution. This motion is on the agenda for Monday's meeting.

### Safety and Security

We continue to work on the implementation process associated with both ALICE and *CrisisGo*. Recently, eight building principals travelled to Connecticut for a two day ALICE train-the-trainer course. The ALICE rollout will continue through the year as schools work cooperatively with local authorities to practice the ALICE protocols with the adults in the schools. *CrisisGo* is now at most schools and all police dispatches. Some schools have done 'live' testing with coordination from the police department. Test lockdown alerts have been received at Sterling, Holden (includes Princeton), and Rutland dispatches. The chat function was tested successfully with dispatch responding with "test received."



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## District Counsel

Following the vote of the School Committee on October 15, 2018 authorizing the appointment of District Counsel for the period July 1, 2018 - June 30, 2019, the three firms (Brody, Hardoon, Perkins & Kesten, LLP; Fletcher Tilton Attorneys at Law; and Nuttall, MacAvoy & Joyce, P.C.) were notified of these appointments (attachment 9).

## Opening Negotiations

District contracts with three of our bargaining units (clerical, custodial, food service) will expire on June 30, 2019 (attachment 10). The Legal Affairs Subcommittee will be meeting at 6:00 PM on Monday evening, to begin to plan for this round of negotiations.

## Principals' Reports

The topic for the principal reports is *MCAS* (attachment 11). The information shared by principals goes along with the presentation on MCAS that Deputy Superintendent Berlo will be making at Monday's meeting.

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 12).

## Policy

Attached you will find recently amended School Committee Policy 3895 *English Language Learners*. This policy can also be found on the District website. This policy and updated Table of Contents have been sent electronically to the Member Towns, school principals, and District administration (attachment 13).

## Treasurer's Update

Treasurer Dunbar has submitted the Treasurer's Update and Cash Reconciliation for August 2018. Treasurer Dunbar's reports can be found in Google as separate attachments, and as separate links in my cover email.

## 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 14).

## Executive Staff Reports

- Deputy Superintendent Berlo's Report to the Superintendent, dated November 1, 2018 (attachment A)
- Director of Business and Finance Deedy's Report to the Superintendent, dated October 30, 2018 (attachment B)
- Director of Human Resources Jeff Carlson's Report to the Superintendent, dated November 1, 2018 (attachment C)
- Interim Administrator of Special Education Lincoln Waterhouse's Report to the Superintendent, dated October 2018 (attachment D)

## Subcommittee Minutes

- Minutes of the September 11, 2018 meeting of the Business/Finance Subcommittee (Subcommittee Minutes attachment 1)
- Minutes of the September 17, 2018 meeting of the Education Subcommittee (Subcommittee Minutes attachment 2)
- Minutes of the September 24, 2018 meeting of the Facilities and Security Subcommittee (Subcommittee Minutes attachment 3)
- Minutes of the October 15, 2018 meeting of the Business/Finance Subcommittee (Subcommittee Minutes attachment 4)

## Chair's Correspondence

- October 16, 2018 correspondence to Ralph Carlson (Chair's Correspondence 1)

## Superintendent's Correspondence

- October 17, 2018 correspondence to Ralph Carlson (Superintendent's Correspondence 1)
- October 22, 2018 correspondence to Sterling Selectboard Chair Richard Lane (Superintendent's Correspondence 2)

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 #1319

Monday, November 5, 2018

7:00 PM

Media Center

Wachusett Regional High School, Holden

- I. Public Hearing
- II. Chair's Opening Remarks
  - Spring 2018 MCAS*  
Deputy Superintendent for Curriculum, Instruction and Assessment Robert Berlo
- III. Student Representatives' Reports (D. Ferdinand, R. Massoni-Nesman)
- IV. Superintendent's Report
  - A. Discussion of Report
  - B. Recommendations Requiring Action by the School Committee
    - 1. Motion: To support the Resolution for Support for Full Funding of Our Public Schools
- V. Unfinished Business
- VI. Secretary's Report
  - A. Approval of #1318 Regular Meeting Minutes of the Wachusett Regional School District Committee held on October 15, 2018 – enclosed
- VII. Treasurer's Report/Financial Statements
- VIII. Committee Reports
  - A. Management Subcommittee (K. Mills, Chair, C. Smith, Vice-chair, T. Curran, M. Dennis, S. Hitchcock, R. Imber, M. Lavoie)
  - B. Education Subcommittee (R. Imber, Chair, C. Smith, Vice-chair, A. DiFonso, R. Dolan, S. LaMountain, L. Long-Bellil, A. Silva)
    - 1. Draft Policy 6950 **Policy Relating to Pupil Services School-Parent/Guardian Relations** – second reading
  - C. Business/Finance Subcommittee (M. Dennis, Chair, C. Witkes, Vice-chair, M. Gustafson, L. Long-Bellil, B. Mitchel)

- D. Legal Affairs Subcommittee (S. Hitchcock, Chair, S. Brown, Vice-chair, H. Fradellos, S. Godbout, M. Rivers)

1. Amended Policy 1312 *Policy Relating to School Committee Operation Evaluation of the Superintendent* – second reading

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

1. Motion: To recommend approval of the Superintendent's Goals 2018-2019

- F. Facilities and Securities Subcommittee (T. Curran, Chair, , M. River, Vice-chair, A. Young)

- G. Audit Advisory Board (C. Witkes, Chair, B. Mitchel, Vice-chair)

- H. Ad Hoc Subcommittees

- I. Building Committees

1. Mountview Building Committee

- J. School Council Reports:

Central Tree Middle School (M. Lavoie), Chocksett Middle School (S. Godbout), Davis Hill Elementary School (S. Brown), Dawson Elementary School (A. Young), Glenwood Elementary School (A. DiFonso), Houghton Elementary School (S. Godbout), Mayo Elementary School (T. Curran), Mountview Middle School (K. Mills), Naquag Elementary School (C. Witkes), Paxton Center School (B. Mitchel), Thomas Prince School (A. Silva), Wachusett Regional High School (A. Michalowski/C. Smith), Special Education Parent Advisory Council (M. Gustafson), Early Childhood Center (TBD)

- IX. Public Hearing

- X. New Business

- XI. Adjournment

WACHUSETT REGIONAL SCHOOL DISTRICT

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DRAFT Minutes

Regular Meeting #1318

Monday, October 15, 2018

7:00 PM

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

*Wachusett Regional School District Committee*

Kenneth Mills, Chair

Christina Smith, Vice-chair

Scott Brown

Thomas Curran

Anthony DiFonso

Rachel Dolan

Harriet Fradellos

Maleah Gustafson

Susan Hitchcock

Robert Imber

Matthew Lavoie

Linda Long-Bellil (7:12 PM)

Amy Michalowski

Benjamin Mitchel

Asima Silva

Megan Weeks

Charles Witkes

Adam Young

*Committee Members Absent:*

Michael Dennis

Stephen Godbout

Sarah LaMountain

Michael Rivers

*Committee Members Participating Remotely:*

None

*Administration Present:*

Darryll McCall, Superintendent of Schools

Robert Berlo, Deputy Superintendent

Jeff Carlson, Director of Human Resources

Daniel Deedy, Director of Business and Finance

Rebecca Petersen, Executive Secretary to the Superintendent

*Student Representatives Present:*

Donroy Ferdinand

Rianna Massoni-Nesman

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

Chair Mills called the meeting to order at 7:05 PM. He announced the meeting is being recorded but is not being shown live.

I. Public Hearing

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

II. Chair's Opening Remarks

At Chair Mills' invitation, Superintendent McCall approached the podium and began his presentation to the Committee on a tuition-free, full-day kindergarten proposal, showing a PowerPoint which had been shared with the School Committee in the October 12, 2018 Superintendent's Report (attachment 2).

7:12 PM Member Long-Bellil joined the meeting.

At the conclusion of Superintendent McCall's presentation, members were given the opportunity to ask questions and make comments about the presentation and proposal, with many members and the Student Representatives participating in the discussion. Chair Mills asked subcommittee chairs to include tuition-free, full-day kindergarten proposal on upcoming subcommittee meeting agendas, to get feedback from the subcommittees. Member Hitchcock asked the Superintendent what he is looking for from the School Committee, which Superintendent McCall explained he is seeking direction from the School Committee about moving forward with a proposal for tuition-free, full-day kindergarten. Following further discussion, a motion was made.

Motion: The School Committee supports the proposal for tuition-free, full-day kindergarten, as presented, and directs the Superintendent to pursue further discussions with Member Towns about moving forward with this proposal.

(A. DiFonso)

(S. Hitchcock)

More discussion took place, with questions asked about costs associated with use of modular classroom(s), what would the District's plan be if the town of Holden does not/cannot support the costs associated with modular(s) needed at Mayo Elementary School, what feedback has the Superintendent received from Town Administrators when he brought the proposal to them at a regularly scheduled Town Administrator/District meeting. Superintendent McCall reported the Town Administrators were positive about/in favor of tuition-free, full-day kindergarten. He also reported that moving forward with tuition-free, full-day kindergarten District-wide is contingent upon additional classroom space made available at Mayo Elementary School. Discussion and questions continued, with many participating. The motion on the floor was re-read.

Vote:

*In favor:*

Kenneth Mills  
Christina Smith  
Scott Brown  
Thomas Curran  
Anthony DiFonso  
Rachel Dolan



Harriet Fradellos  
Maleah Gustafson  
Susan Hitchcock  
Robert Imber  
Matthew Lavoie  
Linda Long-Bellil  
Amy Michalowski  
Benjamin Mitchel  
Asima Silva  
Megan Weeks  
Charles Witkes  
Adam Young

*Opposed:*  
None

The motion passed unanimously.

### III. Student Representatives' Reports

Student Representative Ferdinand reported on Spirit Week at WRHS, told that the Music Department's annual citrus sale is underway, and that the fall play, "Almost, Maine," will be performed at the high school the first weekend in November. Student Representative Massoni-Nesman spoke about Recycling Month, *Think Globally, Act Locally*, and fund raising being done at the high school.

### IV. Superintendent's Report

#### A. Discussion of Report

At Chair Mills' request, Superintendent McCall called members' attention to the Superintendent Goal Plan 2018-2019 and the Educator Plan Form which had been included in his Report (attachments 3 & 4). Superintendent McCall took the opportunity to thank members of the Superintendent Goals and Evaluation Subcommittee for the time and attention spent working with him on development of this year's goals. Superintendent McCall read aloud his four proposed goals. It was explained the full School Committee will be asked to vote on the Superintendent's goals at the November 5, 2018 School Committee meeting. Superintendent McCall asked members to contact him directly with feedback, questions, and comments about these proposed goals. Chair Mills asked that if members have feedback, questions, or comments they share them with the Superintendent by the end of the day October 22, 2018. Superintendent Goals and Evaluation Subcommittee Chair Lavoie explained the process used in development of these goals with the Superintendent and reported the next step will be full School Committee approval on November 5, 2018. Subcommittee Chair Lavoie further reported a mid-year review/evaluation is anticipated mid-January 2019. Some discussion about the Superintendent's proposed goals took place.

Superintendent McCall reported on the FY20 Budget Roundtable scheduled for Thursday, November 8, 2018, 6:30 PM at the Holden Senior Center. As more details are finalized, the Superintendent will keep the Committee informed.

Member Gustafson had questions about the Technology Plan, which Deputy Superintendent Berlo answered from the podium. Other members also had questions about the Technology Plan and the 1:1 Chromebook initiative throughout the District, which Deputy Superintendent Berlo answered.

8:39 PM Student Representatives Ferdinand and Massoni-Nesman left the meeting.

B. Recommendations Requiring Action by the School Committee

Motion: To accept donation of Baldwin piano and bench by Mr. Ralph Carlson to the Dawson Elementary School

(T. Curran)  
(L. Long-Bellil)

Vote:

*In favor:*

Kenneth Mills  
Christina Smith  
Scott Brown  
Thomas Curran  
Anthony DiFonso  
Rachel Dolan  
Harriet Fradellos  
Maleah Gustafson  
Susan Hitchcock  
Robert Imber  
Matthew Lavoie  
Linda Long-Bellil  
Amy Michalowski  
Benjamin Mitchel  
Asima Silva  
Megan Weeks  
Charles Witkes  
Adam Young

*Opposed:*

None

The motion passed unanimously.

V. Unfinished Business

In advance of making a motion to authorize the School Committee to appoint Fletcher Tilton; Brody, Hardoon, Perkins & Kesten, LLP; and Nuttall, MacAvoy & Joyce, P.C. as District Legal Counsel for the period July 1, 2018 – June 30, 2019, Chair Mills gave an overview of action and discussion by the School Committee at the September 17, 2018 meeting. Chair Mills invited Legal Affairs Subcommittee Chair Hitchcock to recap Legal Affairs Subcommittee action as they interviewed attorneys to serve as District Counsel for FY19. Subcommittee Chair Hitchcock reported on the August 13, 2018 meeting of the Legal Affairs Subcommittee when interviews of Attorney Naomi Stonberg and Attorney Joseph Bartulis were conducted. Subcommittee Chair Hitchcock voiced she and other subcommittee members would not be in support of only one firm providing legal advice for the District, for both negotiations and also “regular” legal counsel. She feels the subcommittee did its due diligence in the interview process and reported the Legal Affairs Subcommittee supports appointing Fletcher Tilton; Brody, Hardoon, Perkins & Kesten, LLP; and Nuttall, MacAvoy & Joyce, P.C. as District Legal Counsel for the period July 1, 2018 – June 30, 2019.

Motion: To authorize the School Committee to appoint Fletcher Tilton; Brody, Hardoon, Perkins & Kesten, LLP; and Nuttall, MacAvoy & Joyce, P.C. as District Legal Counsel for the period July 1, 2018 – June 30, 2019

Some additional discussion ensued.

Motion: To call the question.

(R. Imber)  
(M. Weeks)

Chair Mills explained a two-thirds majority (12 in favor) is required to pass the motion.

Vote:

*In favor:*

Christina Smith  
Scott Brown  
Thomas Curran  
Harriet Fradellos  
Maleah Gustafson  
Susan Hitchcock  
Robert Imber  
Amy Michalowski  
Benjamin Mitchel  
Megan Weeks  
Charles Witkes  
Adam Young

*Opposed:*

Kenneth Mills  
Anthony DiFonso  
Rachel Dolan  
Matthew Lavoie

Linda Long-Bellil  
Asima Silva

The motion passed 12-6.

8:57 PM Superintendent McCall left the table.

The motion on the floor was re-read. Chair Mills explained a simple majority (10 in favor) is needed to pass the motion.

Vote:

*In favor:*

Christina Smith  
Scott Brown  
Thomas Curran  
Harriet Fradellos  
Maleah Gustafson  
Susan Hitchcock  
Robert Imber  
Amy Michalowski  
Benjamin Mitchel  
Megan Weeks  
Charles Witkes  
Adam Young

*Opposed:*

Anthony DiFonso  
Rachel Dolan  
Matthew Lavoie  
Linda Long-Bellil  
Asima Silva

*Abstained:*

Kenneth Mills

The motion passed 12-5-1.

VI. Secretary's Report

- A. Approval of 1317<sup>th</sup> Regular Meeting Minutes of the Wachusett Regional School District Committee held on September 17, 2018

Motion: To approve minutes of the regular meeting of the WRSDC held on September 17, 2018.

(S. Hitchcock)  
(S. Brown)

Vote:

*In favor:*

Kenneth Mills  
Christina Smith  
Scott Brown  
Thomas Curran  
Anthony DiFonso  
Rachel Dolan  
Harriet Fradellos  
Maleah Gustafson  
Susan Hitchcock  
Robert Imber  
Matthew Lavoie  
Linda Long-Bellil  
Amy Michalowski  
Asima Silva  
Megan Weeks  
Charles Witkes

*Opposed:*

None

*Abstained:*

Benjamin Mitchel  
Adam Young

The minutes were approved 16-0-2.

9:00 PM Superintendent McCall returned to the table.

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, T. Curran, M. Dennis, S. Hitchcock, R. Imber, M. Lavoie)

Chair Mills reported on the October 9, 2018 meeting of this subcommittee. He spoke about a resolution in support of full funding of public schools that the Management Subcommittee reviewed and which could go before the full School Committee for support. The Management Subcommittee will meet next on November 1, 2018.

- B. Education Subcommittee (R. Imber, Chair, C. Smith, Vice-chair, A. DiFonso, R. Dolan, S. LaMountain, L. Long-Bellil, A. Silva)

Subcommittee Chair Imber reported this subcommittee met immediately before this full Committee meeting.

Motion: To approve the second reading of Amended Policy 3895 **Policy Relating to Education Limited English Language Learners**, waiving the reading.

(R. Imber)

(L. Long-Bellil)

Vote:

*In favor:*

Kenneth Mills  
Christina Smith  
Scott Brown  
Thomas Curran  
Anthony DiFonso  
Rachel Dolan  
Harriet Fradellos  
Maleah Gustafson  
Susan Hitchcock  
Robert Imber  
Matthew Lavoie  
Linda Long-Bellil  
Amy Michalowski  
Benjamin Mitchel  
Asima Silva  
Megan Weeks  
Charles Witkes  
Adam Young

*Opposed:*

None

The motion was unanimously approved.

Motion: To approve the first reading of Draft Policy 6950 **Policy Relating to Pupil Services School-Parent/Guardian Relations**, waiving the reading.

(R. Imber)

(R. Dolan)

Member Michalowski had some questions about the expectation of staff when it comes to responding to parents. Deputy Superintendent Berlo approached the podium, discussion ensued, questions were asked and answered. Deputy Superintendent Berlo explained that due to the fact that this district receives Federal funds, a policy around school-parent relations is required and this draft policy would fulfill that requirement. Brief additional discussion ensued.



9:19 PM Member Mitchel left the meeting.

Vote:

*In favor:*

Kenneth Mills  
Christina Smith  
Scott Brown  
Thomas Curran  
Anthony DiFonso  
Rachel Dolan  
Harriet Fradellos  
Maleah Gustafson  
Susan Hitchcock  
Robert Imber  
Matthew Lavoie  
Linda Long-Bellil  
Asima Silva  
Megan Weeks  
Charles Witkes  
Adam Young

*Opposed:*

Amy Michalowski

The motion was approved 16-1.

Subcommittee Chair Imber reported that this subcommittee will be looking at home assignment procedures, handbook language, and consistency, or lack thereof, across the District. He also mentioned the subcommittee will be addressing the need for a policy on instructional materials, the subcommittee continues to review Policy 6631 Policy Relating to Pupil Services Non-Discrimination, and school recess will be on a future agenda of the Education Subcommittee.

9:26 PM Member Fradellos left the table.

Some discussion about recess at schools and homework ensued, with Deputy Superintendent Berlo approaching the podium to answer questions.

9:30 PM Member Fradellos returned to the table.

Discussion continued.

9:33 PM Member Young left the table.

9:34 PM Member Witkes left the meeting.

9:36 PM Member Young returned to the table.

9:37 PM Member Michalowski left the meeting.

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

In Subcommittee Chair Dennis' and Vice-chair Witkes' absence, Member Long-Bellil reported on the meeting of this subcommittee held immediately before this School Committee meeting. The FY19 budget, regional transportation reimbursement, and the possibility of a training on school finance were discussed at the meeting. Chair Mills noted that all members of the School Committee could benefit from a school finance training and asked that he be kept informed if such is scheduled.

- D. Legal Affairs Subcommittee (S. Hitchcock, Chair, S. Brown, Vice-chair, H. Fradellos, S. Godbout, M. Rivers)

Subcommittee Chair Hitchcock reported this subcommittee has not met since the last School Committee meeting. The subcommittee will begin to meet on a more regular basis since there are three union contracts that will expire on June 30, 2019 and negotiations need to get underway. The subcommittee will meet at 6:00 PM on November 5, 2018 to begin development of a negotiations timeline. The subcommittee will also begin review of the WRSDC By-Laws.

Amended Policy 1312 *Policy Relating to School Committee Operation Evaluation of the Superintendent* - first reading

Legal Affairs Subcommittee Chair Hitchcock reviewed the amended policy. An edit to paragraph 5 was suggested.

Motion: To edit paragraph 5 of Amended Policy 1312 *Policy Relating to School Committee Operation Evaluation of the Superintendent*, adding the words "for approval" after WRSDC in the first sentence of paragraph 5.

(R. Imber)

(L. Long-Bellil)

Vote:

*In favor:*

Kenneth Mills  
Christina Smith  
Scott Brown  
Thomas Curran  
Anthony DiFonso  
Rachel Dolan  
Harriet Fradellos  
Maleah Gustafson  
Susan Hitchcock

Robert Imber  
Matthew Lavoie  
Linda Long-Bellil  
Asima Silva  
Megan Weeks  
Adam Young

*Opposed:*  
None

The motion was unanimously approved.

Motion: To approve the first reading of Amended Policy 1312 *Policy Relating to School Committee Operation Evaluation of the Superintendent*, as edited, waiving the reading.

(S. Hitchcock)  
(T. Curran)

Vote:

*In favor:*

Kenneth Mills  
Christina Smith  
Scott Brown  
Thomas Curran  
Anthony DiFonso  
Rachel Dolan  
Harriet Fradellos  
Maleah Gustafson  
Susan Hitchcock  
Robert Imber  
Matthew Lavoie  
Linda Long-Bellil  
Asima Silva  
Megan Weeks  
Adam Young

*Opposed:*  
None

The motion was unanimously approved.

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

Subcommittee Chair Lavoie encouraged members to contact the Superintendent with input on his proposed goals. He reminded members their input should be shared by the end of the day October 22, 2018.

F. Facilities and Security Subcommittee (T. Curran, Chair, M. Rivers, Vice-chair, A. Young)

Subcommittee Chair Curran reported on the September 24, 2018 meeting of this subcommittee, and announced the subcommittee will meet next on October 22, 2018.

G. Audit Advisory Board

No report was made. Chair Mills again mentioned the need for representation on the AAB from the towns of Paxton, Princeton, and Rutland.

H. Ad Hoc Subcommittees

I. Building Committees

1. Mountview Building Committee

Superintendent McCall reported this building committee has not met recently. Chair Mills asked the Facilities and Security Subcommittee to add the condition of the fields at Mountview to a future meeting agenda.

J. School Council Reports:

Central Tree Middle School (M. Lavoie), Chocksett Middle School (S. Godbout), Davis Hill Elementary School (S. Brown), Dawson Elementary School (A. Young), Glenwood Elementary School (A. DiFonso), Houghton Elementary School (S. Godbout), Mayo Elementary School (T. Curran), Mountview Middle School (K. Mills), Naquag Elementary School (C. Witkes), Paxton Center School (B. Mitchel), Thomas Prince School (A. Silva), Wachusett Regional High School (A. Michalowski/C. Smith), Special Education Parent Advisory Council (M. Gustafson), Early Childhood Center

Member Gustafson – SEPAC has not yet met, but SEPAC officers and Board members are needed

Chair Mills- Mountview Middle School

IX. Public Hearing

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

X. New Business

Vice-chair Smith noted the District is not in compliance with **Policy 6618** *Nutrition and Wellness Policy*.

XI. Adjournment

Motion: To adjourn.

Vote:

*In favor:*

Kenneth Mills  
Christina Smith  
Scott Brown  
Thomas Curran  
Anthony DiFonso  
Rachel Dolan  
Harriet Fradellos  
Maleah Gustafson  
Susan Hitchcock  
Robert Imber  
Matthew Lavoie  
Linda Long-Bellil  
Asima Silva  
Megan Weeks  
Adam Young

*Opposed:*

None

The motion was unanimously approved.

The meeting adjourned at 9:59 PM.

Respectfully submitted,

Darryll McCall, Ed.D.  
Superintendent of Schools

DM:rlp

Attachments:

- Attachment 1 – Sign-in sheets
- Attachment 2 – Tuition-free, Full-day Kindergarten Proposal
- Attachment 3 – Superintendent Goal Plan 2018-2019
- Attachment 4 – Educator Plan Form

## Attachment 1

**WACHUSETT REGIONAL SCHOOL DISTRICT**

**WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE**

## Regular Meeting

**Monday, October 15, 2018**

**SIGN-IN SHEET FOR THOSE WHO WISH TO ADDRESS THE SCHOOL COMMITTEE DURING PUBLIC SESSION. THIS SHEET SHALL BECOME PART OF THE PUBLIC RECORD.**

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

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

[illegible]



**WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE**  
**Regular Meeting**  
**Monday, October 15, 2018**

PLEASE **PRINT** YOUR NAME AND YOUR TOWN

[illegible]

# Full-Day Kindergarten Proposal

Presentation to the WRSDC  
October 15, 2018

# Background

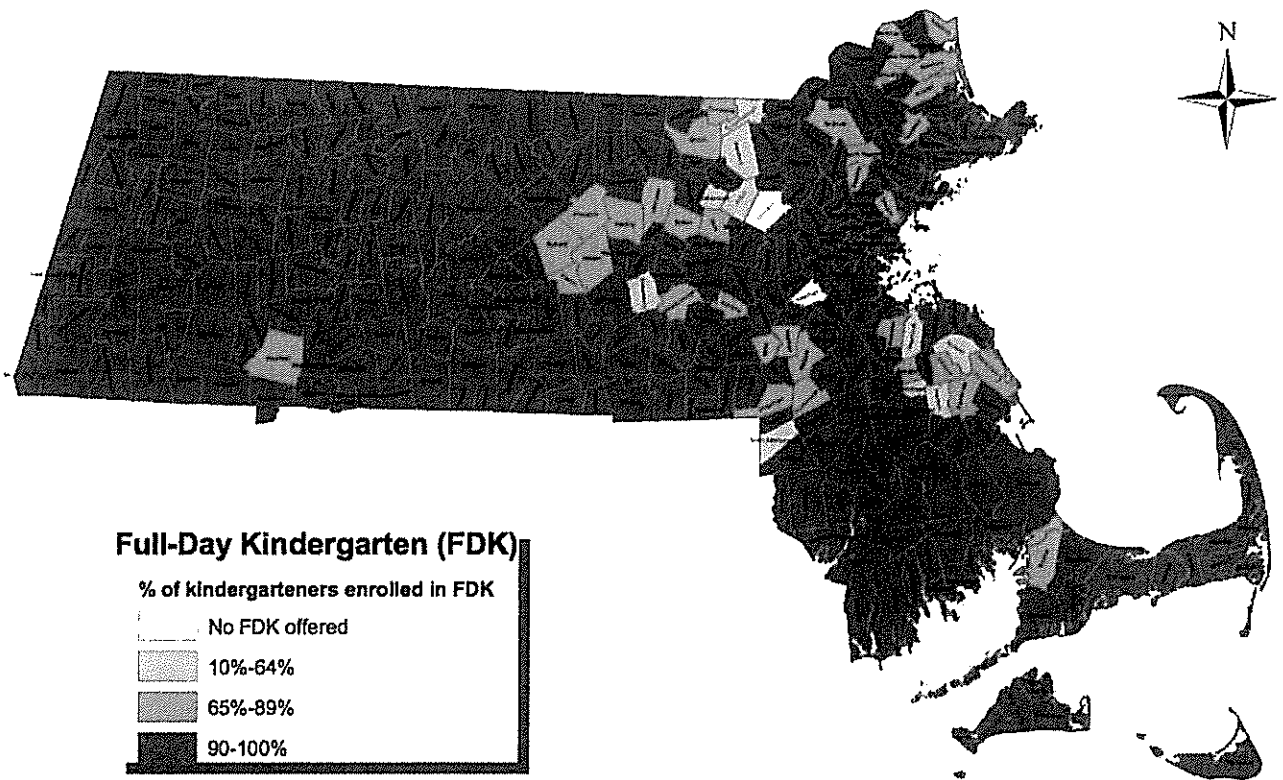
## Why do we not yet have tuition-free full-day k?

- Classroom Space
  - Holden currently lacks sufficient classroom space to house free full-day k for all of its students
- Funding
  - The District would have one fiscal year without tuition and before additional Chapter 70 funding increase

## Massachusetts Kindergarten Statistics 2017-18

• Kindergarten enrollment	66,014
• # of students in full-day k	63,229
• # of students in half-day k	2,785
• # of districts offering full-day k	317
• # of districts not offering full-day k	2
• # of districts charging tuition for FDK	45
• # of districts offering tuition free FDK	272

- K information from [Strategies for Children](#)



\*Statewide, 95.8% of public school kindergarten students are enrolled in full-day kindergarten.

\*City/town estimates based on enrollment in corresponding school districts.

\*Source: Massachusetts Department of Elementary and Secondary Education

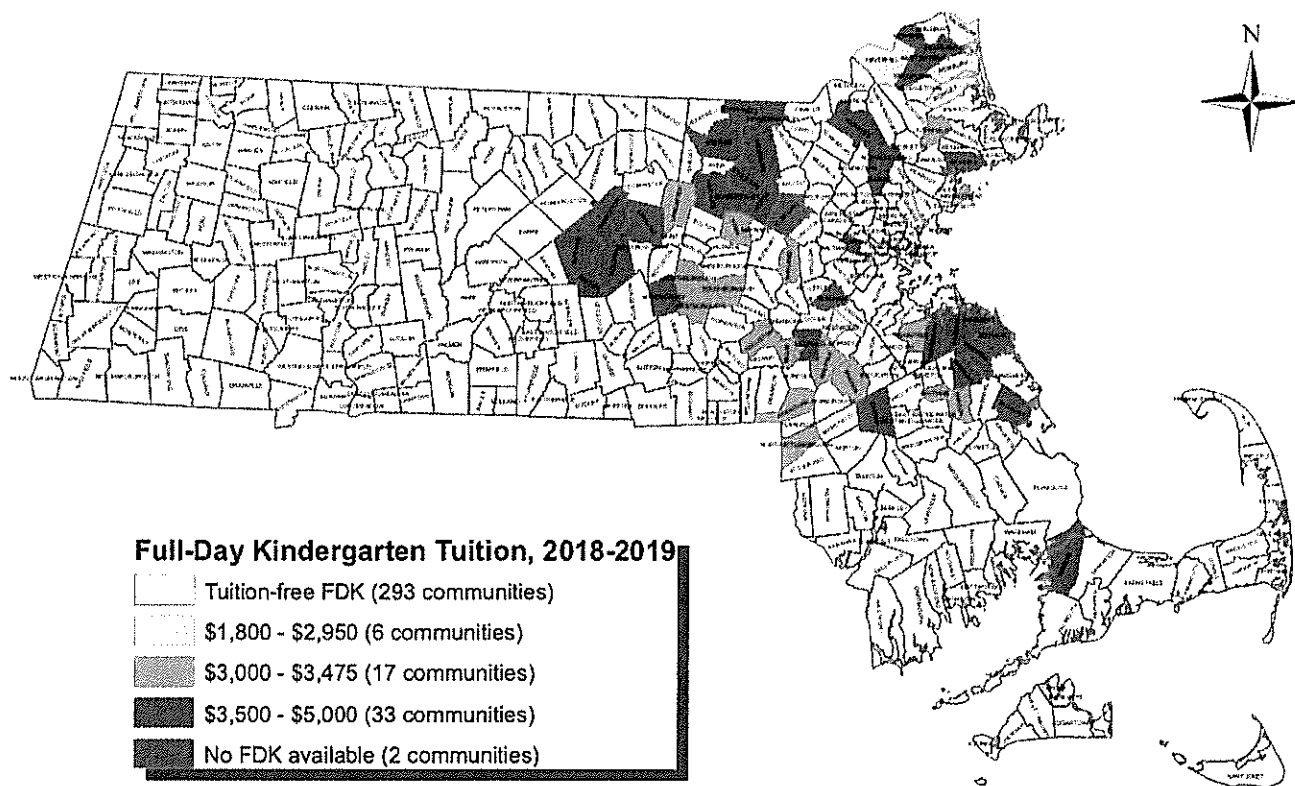


## Tuition Based Full Day Kindergarten

- The WRSD has offered tuition-based full-day k for 10 years
- There is a lottery for available slots
- FY19 - There are currently 307 full-day kindergarten students
- FY19 - There are currently 154 half-day kindergarten students
- 95.8% of all k students statewide attend full-day k

## Tuition Based Full Day Kindergarten

- Of the 307 full-day kindergarten students:
  - 41 students are free full-day k based upon special education needs or free and reduced meals.
- With tuition of \$3,500 per student, tuition generates \$931,000 annually:
  - The funds generated through tuitions offsets the full time salaries for teachers/paraprofessionals who would typically be .5 FTE.



45 school districts (serving 56 cities and towns) charge tuition for full-day kindergarten. Average annual tuition is \$3,538. Statewide, 95.8% of public school kindergarten students are enrolled in full-day kindergarten.  
Source: Strategies for Children tuition analysis. June 2018.

## Tuition Based Full-Day Kindergarten

- All five towns offer tuition-based full-day kindergarten:
  - Davis Hill - 3 classes
  - Dawson - 3 classes
  - Mayo - 2 classes
  - Naquag - 3 classes
  - Houghton - 2 classes
  - Paxton Center - 2 k classrooms comprised of full and half day
  - Thomas Prince - 2 k classrooms comprised of full and half day

# Rationale

## Benefits of Full-Day Kindergarten

- More learning occurs in both literacy and math
  - Across all grade levels, academic expectations for students have increased, including kindergarten students to meet challenging benchmarks for literacy and math.
- A student attending full-day k receives the equivalent of approximately 1 month extra of learning in literacy and math

## Benefits of Full-Day Kindergarten

- There is sufficient time for exploratory experiences
- Students develop more independence around their learning
- More opportunities for supporting students in areas such as Social Emotional Learning -
  - More time spent supporting students' abilities to manage the social and emotional skills needed to be successful in a classroom.

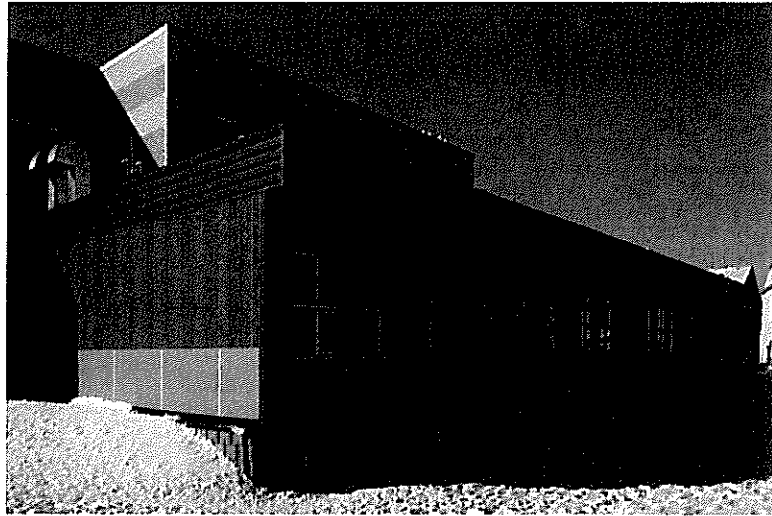
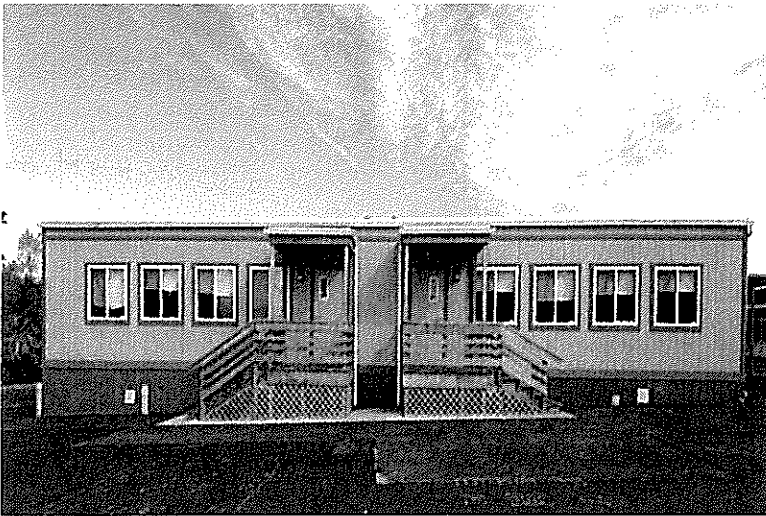
# Proposal - Modular Classrooms



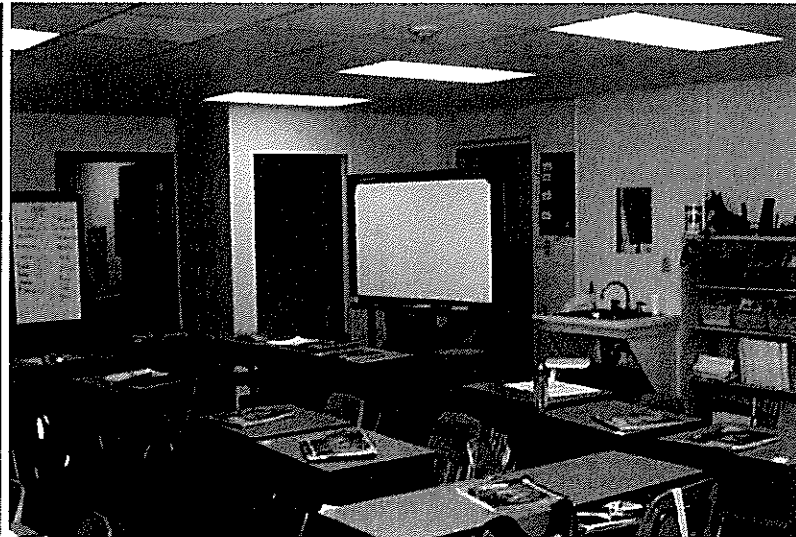
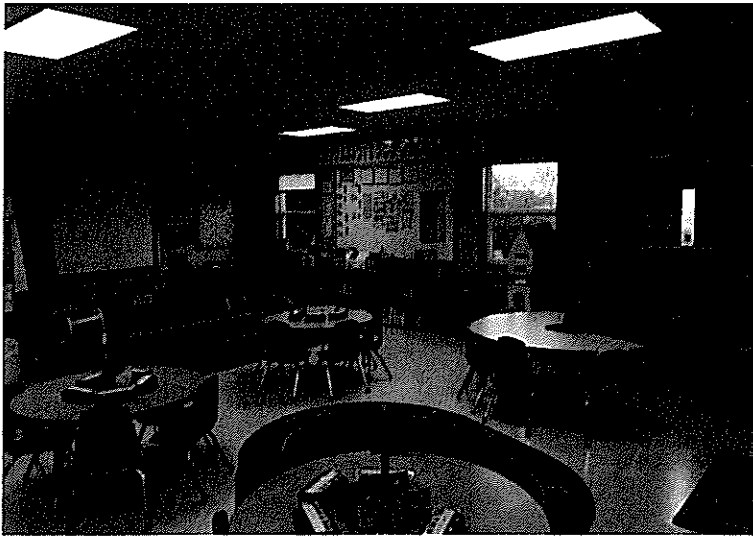
## Full-Day Kindergarten

- Modular classroom learning spaces at Mayo Elementary to accommodate full-day k and paid for by Holden
- Two Modular classrooms could be temporarily placed at Mayo until a plan of action around the pupil projection is defined
- Mayo reclaims its Music room which is now used as a full-day k classroom

## Full-Day Kindergarten - Modular classes



## Full-Day Kindergarten - Modular classes



# Projected costs

## Full-Day Kindergarten Projected Costs

- Teacher salaries would need to move from the Kindergarten Revolving Account into the operating budget
- Additional k teaching staff - 3 FTE's
- Additional k paraprofessional staff - 3 FTE's
- Additional funding for new classroom materials, furniture, etc.

## Full-Day Kindergarten Projected Costs

- Using current enrollment figures, the District would need to hire 3 more full time kindergarten teachers bringing the total to 26 FTE's at an additional cost of approximately \$162,000 in salary totals
- In addition to teachers, the District would also need to add 3 paraprofessionals for an additional cost of approximately \$48,600 in salary totals
- Benefits for 6 new staff would be approximately \$74,000

## Full-Day Kindergarten Projected Costs

With the addition of tuition-free full-day kindergarten, the Chapter 70 funding from the state would increase the year following implementation -- **FY21**

- Currently the District receives partial Chapter 70 funding for kindergarten students
  - For FY19, the WRSD's Foundation Budget is based upon 353 half day students and 41 full day students

## Full-Day Kindergarten Projected Costs

### Chapter 70 Foundation Formula:

- Full-day kindergarten student = \$7,716
- Half-day kindergarten student = \$3,858
- Full-day tuition kindergarten student = \$3,858



## Full-Day Kindergarten Projected Costs

- The cost associated with the addition of the full-day kindergarten staff to the salary line would eventually be offset by the increase in Chapter 70 funding
- The difference in the Foundation rate for half-day and full-day for Wachusett is \$3,858 for FY19
- Based upon FY19 numbers, the District would receive additional funding of approximately \$1,361,874
- Chapter 70 increase translates into money from both state and local funds

## Full-Day Kindergarten Projected Costs

- One time costs associated with initial implementation:
  - Salaries and Benefits:               \*\$1,215,600
  - Materials:                               \$60,000

**Approximate Total :       \$1,275,600 for FY20**

\*This amount includes the \$931,000 in salaries that would have been covered by tuition

- FY21 will see an increase in Chapter 70 funding of approximately \$1,300,000

## Full-Day Kindergarten Projected Costs

Impact on Chapter 70 Funding with implementation of full-day k

- Currently, 4 of 5 Member Districts are at their Target Share with respect to their required local contribution
- Assuming adding the half-day student increase proportionately across Member Towns using FY19 data, 4 or 5 Member Towns new Target Contribution would not change
- Princeton's Required Contribution would increase an additional \$48,000
- Why? Princeton is currently under their Target Share

Next steps

## Work with the town of Holden

- Discuss the concept of modular classrooms at Mayo
- If supported, define a timeline for the project
- Work with town officials on completion of the project

## How might the WRSD afford this financially?

- Three options for implementation:
  - Add to the budget request from WRSDC for FY20
  - Utilize Excess & Deficiency
  - Create a separate warrant article for Town Meetings

## How might we afford this financially?

- Additional option - Three year tuition reduction:
  - Reduce tuition over 3 years so that the tuition is no longer a necessary part of the budget
  - Chapter 70 funds would increase at the end of this process
  - Less of an initial budget issue, but the process is prolonged, and learning is delayed

## Full-Day Kindergarten

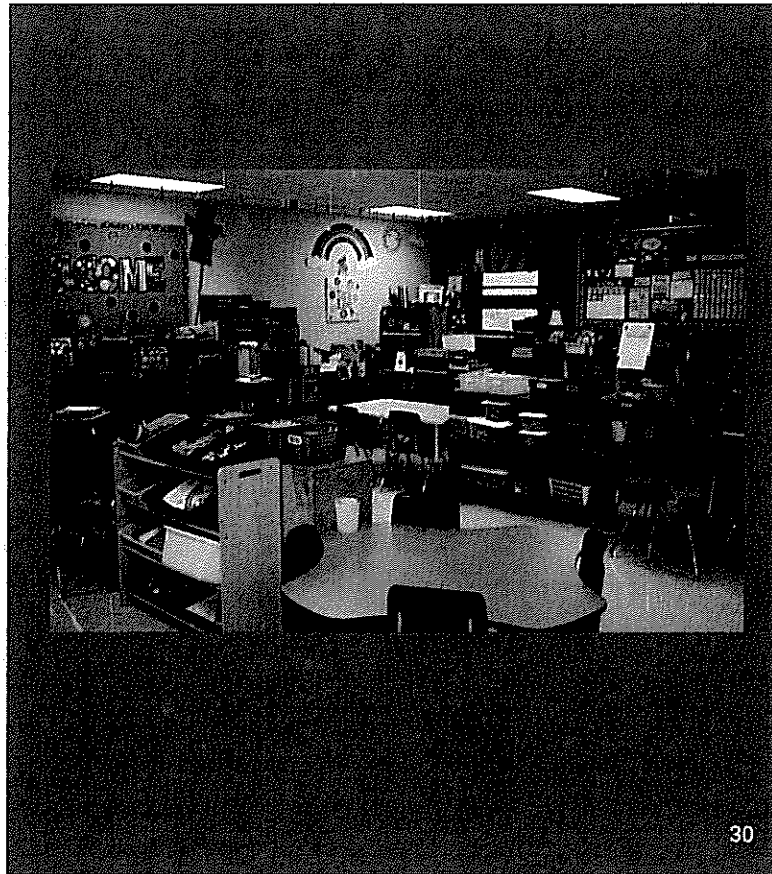
- This is a temporary fix:

Holden will require an addition to an existing school or a new building in the next several years to accommodate the projected increase in student population



# Equal Learning

All students in Wachusett will  
benefit from attending  
tuition-free full-day k



“Early childhood education is the key to  
the betterment of society ”

- Maria Montessori



Thank you

## Superintendent Goal Plan 2018-2019 - DRAFT 10/15/2018

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

Primary Evaluator—Name/Title: WRSDC

Check all that apply<sup>1</sup>:    ☒ Proposed Goals    ☐ Final Goals    Date: 10/15/18

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

<b>Student Learning Goal</b> <i>Check whether goal is individual or team;  write team name if applicable.</i>	<b>Professional Practice Goal</b> <i>Check whether goal is individual or team;  write team name if applicable.</i>
<p>Individual  <input checked="" type="checkbox"/> Team:</p> <ul style="list-style-type: none"> <li>- By June 2019, 100% of principals will utilize the Early Warning Indicator System (EWIS), with the superintendent leading district administrators to identify characteristics that will determine whether students are at-risk. Data protocol will be developed by the superintendent to be used for identification of, plan development for, and assessment of improvements in the performance of these students.</li> </ul> <p><b>Rationale</b> - At-risk students represent a demographic that requires defined support. The District must define data protocols in order to build capacity to support these students.  <b>Alignment</b> - This goal aligns with Domains 2 and 3 of the WRSD Strategic Plan and Standard 1: Instructional Leadership</p>	<p><input checked="" type="checkbox"/> Individual  Team:</p> <ul style="list-style-type: none"> <li>- The superintendent will develop leadership capacity in his administrative team by facilitating at least 8 administrative leadership meetings that focus on consistency of practice, vision for success, and support of the WRSD Strategic Plan. By June 2019 he will also develop an induction program for each category of administrators (principal, assistant principal, central office) to increase the confidence and success of new administrators to the district.</li> </ul> <p><b>Rationale</b> - With 3 new principals and 3 new Central Office administrators, it is necessary for support to be provided to these critical positions. This induction program will be leveraged into a more formal development program in future years.  <b>Alignment</b> - This goal aligns with Domain 1 of the WRSD Strategic Plan and Standard I: Instructional Leadership and Standard IV: Professional Culture.</p>

<sup>1</sup> If proposed goals change during Plan Development, edits may be recorded directly on original sheet or revised goal may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.

<p align="center"><b>District Improvement Goal</b>  <i>Check whether goal is individual or team;  write team name if applicable.</i></p>	<p align="center"><b>District Improvement Goal</b>  <i>Check whether goal is individual or team;  write team name if applicable.</i></p>
<p>Individual  X Team:</p> <ul style="list-style-type: none"> <li>- By July 2019, ALICE training will be provided at all schools, with at least 80% of staff to be trained within year 1 of a three year roll-out and a comprehensive Emergency Operation Plan (EOP) will be developed for all schools.</li> </ul> <p><b>Rationale</b> - The safety of our students and staff remains at the forefront of our planning. The ALICE program will be rolled out to staff this year and next, with a goal of having all staff trained by the end of 2020.</p> <p><b>Alignment</b> - This goal aligns with Domains 2 and 5 of the WRSD Strategic Plan and Standard I: Instructional Leadership, Standard II: Management and Operations and Standard IV: Professional Culture.</p>	<p>Individual  X Team:</p> <ul style="list-style-type: none"> <li>- By June 2019, create a protocol by which every school has a consistent approach to working with the Panorama data associated with students sense of belonging.</li> </ul> <p><b>Rationale</b> - After analyzing Panorama data, it has been noted that responses for students, particularly in grades 6 through 12, were below those of their peers nationally.</p> <p><b>Alignment</b> - This goal aligns with Domains 2 and 5 of the WRSD Strategic Plan and Standard 1: Instructional Leadership and Standard III: Family and Community Engagement.</p>

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

**Educator Plan Form DRAFT** (10/15/2018)

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

Primary Evaluator—Name/Title: WRSDC

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

Individual

x Team:

- By June 2019, 100% of principals will utilize the Early Warning Indicator System (EWIS), with the superintendent leading district administrators to identify characteristics that will determine whether students are at-risk. Data protocol will be developed by the superintendent to be used for identification of, plan development for, and assessment of improvements in the performance of these students.

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

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

<b>Action</b>	<b>Supports/Resources from School/District<sup>1</sup></b>	<b>Timeline or Frequency</b>
<ul style="list-style-type: none"> <li>• At-risk students are identified</li> </ul>	<ul style="list-style-type: none"> <li>• School administrative team</li> <li>• Superintendent/District level administration</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 9/2018</li> </ul>
<ul style="list-style-type: none"> <li>• Teams meets to define outcomes for the year</li> </ul>	<ul style="list-style-type: none"> <li>• School administrative team</li> <li>• Superintendent/District level administration</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 10/2018 - ongoing</li> </ul>
<ul style="list-style-type: none"> <li>• At-risk students are assessed to establish baseline</li> </ul>	<ul style="list-style-type: none"> <li>• School administrative team</li> <li>• Superintendent/District level administration</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 10/2018</li> </ul>

<ul style="list-style-type: none"> <li>• At-risk students, when appropriate, have formative assessment.</li> <li>• Teams meets to assess mid-year growth and makes modifications as needed.</li> <li>• At-risk students, when appropriate, have summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• School administrative team</li> <li>• District level administration</li> <li>• Teachers</li> <li>• School administrative team</li> <li>• District level administration</li> <li>• Teachers</li> <li>• School administrative team</li> <li>• District level administration</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 1/2019</li> <li>• 2/2019</li> <li>• 5/2019</li> </ul>
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\*Additional detail may be attached if needed.

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

## Educator Plan Form

### Professional Practice Goal

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

☒ Individual

☐ Team:

The superintendent will develop leadership capacity in his administrative team by facilitating at least 8 administrative leadership meetings that focus on consistency of practice, vision for success, and support of the WRSD Strategic Plan. By June 2019 he will also develop an induction program for each category of administrators (principal, assistant principal, central office) to increase the confidence and success of new administrators to the district.

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

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

Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<ul style="list-style-type: none"><li>Meet with all district administrators to establish consistent goals</li></ul>	<ul style="list-style-type: none"><li>Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>08/2018</li></ul>
<ul style="list-style-type: none"><li>Monthly meetings with Principal Leadership Team (PLT)</li></ul>	<ul style="list-style-type: none"><li>Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>09/2018 - ongoing</li></ul>
<ul style="list-style-type: none"><li>Assignment of all first year administrators to a mentor</li></ul>	<ul style="list-style-type: none"><li>School administrators</li><li>Superintendent/District level administration</li><li>DESE materials</li></ul>	<ul style="list-style-type: none"><li>10/2018</li></ul>
<ul style="list-style-type: none"><li>Assignment of a support team that shall consist of a mentor and an</li></ul>	<ul style="list-style-type: none"><li>School administrators</li><li>Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>10/2018 - ongoing</li></ul>

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



<p>administrator qualified to evaluate administrators.</p> <ul style="list-style-type: none"> <li>• Provision for adequate time for the mentor and beginning administrator to engage in professional conversations on learning and teaching as well as building leadership capacity within the school community and other appropriate mentoring activities.</li> <li>• Meet with new administrators to assist with integration into the WRSD.</li> <li>• Provision for adequate time and resources to learn how to use effective methods of personnel selection, supervision, and evaluation that are included in the Professional Standards for Administrators.</li> <li>• Plan assessed through administrator feedback (including pre- and post-intervention assessment), defined, and organized for future implementation</li> </ul>	<ul style="list-style-type: none"> <li>• DESE materials</li> <li>• School administrators</li> <li>• Superintendent/District level administration</li> <li>• DESE materials</li> <li>• School administrators</li> <li>• Superintendent/District level administration</li> <li>• School administrators</li> <li>• Superintendent/District level administration</li> <li>• School administrators</li> <li>• Superintendent/District level administration</li> </ul>	<ul style="list-style-type: none"> <li>• 10/2018 - ongoing</li> <li>• 10/2018 - ongoing</li> <li>• 10/2018 - ongoing</li> <li>• 5/19</li> </ul>
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## Educator Plan Form

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

Primary Evaluator—Name/Title: WRSDC

### District Improvement

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

Individual

x Team:

- By July 2019, ALICE training will be provided at all schools, with at least 80% trained within year 1 of a three year roll-out and a comprehensive Emergency Operation Plan (EOP) will be developed for all schools.

### District Improvement Goal: Planned Activities

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

Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<ul style="list-style-type: none"><li>• Meet with ALICE trained administrative team</li></ul>	<ul style="list-style-type: none"><li>• Review materials</li><li>• School administrators</li><li>• Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>• 8/2018</li></ul>
<ul style="list-style-type: none"><li>• Meet with local emergency officials</li></ul>	<ul style="list-style-type: none"><li>• Superintendent/District level administration</li><li>• Review materials</li></ul>	<ul style="list-style-type: none"><li>• 8/2018</li></ul>
<ul style="list-style-type: none"><li>• Administrators participate in ALICE online training</li></ul>	<ul style="list-style-type: none"><li>• School administrators</li><li>• Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>• 8/2018</li></ul>
<ul style="list-style-type: none"><li>• School administrators are trained as trainers.</li></ul>	<ul style="list-style-type: none"><li>• Building principals</li></ul>	<ul style="list-style-type: none"><li>• 10/2018</li></ul>

<ul style="list-style-type: none"> <li>• School administrators conduct training with building staff</li> <li>• Emergency Operation Plans are defined for each school</li> </ul>	<ul style="list-style-type: none"> <li>• School administrators</li> <li>• School staff</li> <li>• School administrators</li> <li>• Superintendent/District level administration</li> <li>• Local emergency officials</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> <li>• 6/2019</li> </ul>
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\*Additional detail may be attached if needed.

## Educator Plan Form

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

Primary Evaluator—Name/Title: WRSDC

### District Improvement

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

Individual

x Team:

- By June 2019, a protocol will be created by which every school has a consistent approach to working with the Panorama data associated with students' sense of belonging.

### District Improvement Goal: Planned Activities

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

Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<ul style="list-style-type: none"><li>• Review of Panorama data</li></ul>	<ul style="list-style-type: none"><li>• Superintendent/District level administration</li><li>• School administration</li><li>• Teachers</li><li>• Director of SEL</li></ul>	<ul style="list-style-type: none"><li>• 09/2018</li></ul>
<ul style="list-style-type: none"><li>• Goals are established for individual buildings</li></ul>	<ul style="list-style-type: none"><li>• Superintendent/District level administration</li><li>• School administration</li><li>• Teachers</li><li>• Director of SEL</li></ul>	<ul style="list-style-type: none"><li>• 10/2018</li></ul>
<ul style="list-style-type: none"><li>• School based support teams meet to create action plan to address areas of focus in Panorama data</li></ul>	<ul style="list-style-type: none"><li>• School administration</li><li>• Teachers</li><li>• Director of SEL</li></ul>	<ul style="list-style-type: none"><li>• 11/2018</li></ul>

<ul style="list-style-type: none"> <li>• School based teams meet on an ongoing basis to assess progress</li> <li>• Students participate in the Panorama survey</li> <li>• Student data reviewed and protocol defined</li> </ul>	<ul style="list-style-type: none"> <li>• School administration</li> <li>• Teachers</li> <li>• Director of SEL</li> <li>• Students</li> <li>• School administration</li> <li>• Teachers</li> <li>• Director of SEL</li> <li>• Superintendent/District level administration</li> </ul>	<ul style="list-style-type: none"> <li>• 11/2018 - ongoing</li> <li>• 5/2019</li> <li>• 6/2019</li> </ul>
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\*Additional detail may be attached if needed.

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

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

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

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

**POLICY RELATING TO PUPIL SERVICES**

**SCHOOL-PARENT/GUARDIAN RELATIONS**

It is the goal of the Wachusett Regional School District (WRSD) to foster positive relations with parents/guardians, which encourage cooperation between the home and school in establishing and achieving common educational goals for students.

While parents/guardians are individually responsible for their children, WRSD provides for the education, safety, and well-being of students during the time they are within the supervision of school personnel. Consistent with these shared responsibilities and as appropriate to the maturity of the student, members of the school staff will consult with parents/guardians regarding student progress and achievement, methods to enhance student development, and matters of correction.

Involvement of parents/guardians in the schools is encouraged through regular communication with the school Principal and staff, parent/teacher organizations, school volunteer programs, School Councils, and other opportunities for participation in school activities and District programs.

First Reading: 10/15/18

Second Reading:

WRSDC Draft Policy 6950

**POLICY RELATING TO SCHOOL COMMITTEE OPERATION**

**EVALUATION OF THE SUPERINTENDENT**

The Wachusett Regional District School Committee (WRSDC) shall evaluate the Superintendent annually. The evaluation process shall be conducted ~~to primarily for the purpose of assessing the performance of the Superintendent and shall offer an opportunity for the WRSDC to~~ **formally review progress achieved in meeting the Goals of the District** ~~better understand and interact with the Superintendent.~~ It shall also provide guidance to the Superintendent to improve his/her performance. **The WRSDC will utilize the DESE Educator Evaluation Framework to provide written input from both individual WRSDC Members and the participation of all standing subcommittee Chairs.**

1. Prior to the evaluation cycle, ~~the Chair of the WRSDC~~ **Chair** shall provide the WRSDC ~~in writing the written~~ timelines for the evaluation process.
2. At the beginning of the evaluation cycle, each ~~Member of the WRSDC~~ **Member** shall receive a copy of the **DESE** blank evaluation instrument.
3. **Individual WRSDC Members shall complete the entire evaluation form according to the instrument directions, based upon the District's Strategic Plan, the District's and Superintendent's Goals, and evidence and artifacts submitted by the Superintendent. All Members shall submit the completed evaluation instrument to the WRSDC Chair by a date specified.**

~~Individual Committee Members shall complete the entire evaluation form according to the directions in the instrument and shall submit the appropriate sections to the Chair of the WRSDC by a specified date.~~

4. **The WRSDC Chair shall consider all input.**

~~The Chair of the WRSDC shall consider all input, including, as appropriate, the evaluation of the Superintendent's fulfillment of established annual goals. This information, together with comments, shall be provided to the Chair of the WRSDC.~~

5. **The Chair, with input from all subcommittee Chairs, will then consider and cull all data, including ratings and comments, and present the composite evaluation narrative to the WRSDC for approval by April 30. If the evaluation process cannot be completed by this date, a special meeting shall be held prior to the first May town election.**

~~The Chair will then compile all observations and present the completed evaluation narrative to the WRDSC no later than April 30. The Chair of the WRSDC shall compile WRSDC members' ratings and judgments regarding the Superintendent's accomplishments regarding annual goals in a composite~~

**POLICY RELATING TO SCHOOL COMMITTEE OPERATION*****EVALUATION OF THE SUPERINTENDENT (continued)***

~~evaluation for approval of the WRSDC by April 30. If the evaluation process cannot be completed by this date, a special meeting shall be held prior to the first May town election.~~

6. ~~All written materials~~ **The Superintendent's composite evaluation narrative shall** will be considered Public Information **under the Open Meeting Law.**
7. During each academic year, the WRSDC may provide three occasions for the Superintendent to discuss his/her performance during a regular meeting of the WRSDC at his/her request. WRSDC members may offer constructive suggestions at that time.
8. The evaluation of the Superintendent shall be conducted in accordance with M.G.L. c.69, §1B; c.71, §38 and Massachusetts Department of Elementary and Secondary Education Regulations 603 CMR 35.00.

First Reading:	09/26/94
Second Reading:	10/11/94

Amendment First Reading:	08/21/95
Amendment Second Reading:	09/11/95

Re-amendment First Reading:	01/24/06
Re-amendment Second Reading:	02/13/06

Re-amendment First Reading:	12/11/06
Re-amendment Second Reading:	01/08/07

Re-amendment First Reading:	01/26/09
Re-amendment Second Reading:	02/09/09

Re-amendment First Reading:	01/11/16
Re-amendment Second Reading:	02/22/16

Re-amendment First Reading:	10/15/18
Re-amendment Second Reading:	

WRSDC Amended Policy 1312



PLEASE POST

11/1/2018  
Page 1 of 3

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Management Subcommittee

Thursday, November 1, 2018  
7:00 p.m.

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

AGENDA:

- I Call to Order
- II Public Session
- III Approval of Minutes
- IV Subcommittee Reports
- V Tuition-free, Full-day Kindergarten Proposal
- VI FY20 Budget Roundtable
- VII Resolution for Support for Full Funding of Our Public Schools
- VIII Policy 4713.1 *Audit Advisory Board*
- IX Old Business
  - Draft Policy 5263.2 *Policy Relating to Personnel Management Stipend Positions*
  - WRHS Mascot
  - Resolution on School Safety/Guns in School
  - Orientation to the School Committee
  - Amended Policy 3510 *Policy Relating to Education Class Size*
  - Amended Policy 1410 *Policy Relating to School Committee Operation New Member Orientation*
  - District Indicators
- X New Business
- XI Adjournment

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

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Education Subcommittee

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

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

AGENDA:

- I Call to Order
- II Approval of Minutes
- III Amended Policy 3323 *Policy Relating to Education Home Assignments*
- VI Timeline for Discussion/Review of Homework District-wide
- V Tuition-free, Full-day Kindergarten
- VI Draft Policy 3342 *Policy Relating to Education Instructional Materials*  
Draft Policy Language (MASC template)
- VII Policy 6631 *Policy Relating to Pupil Services Non-Discrimination*  
Amended Policy Language (MASC template)
- VIII School Recess
- IX School Start Times
- X Old Business
  - Draft Policy 3341 *Policy Relating to Education Curriculum Adoption*
  - Policy 3240 *Policy Relating to Education Ceremonies and Observances*
- XI New Business
- XII Adjournment

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

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Legal Affairs Subcommittee

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

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

AGENDA:

- I Call to Order
- II Approval of Minutes
- III Tuition-free, Full-day Kindergarten Proposal
- IV. Plans for Upcoming Negotiations
- V Introduction of the By-Laws Review Process
- VI Adjournment

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

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Superintendent Goals and Evaluation Subcommittee

Monday, November 5, 2018  
6:45 p.m.

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

AGENDA:

- I Call to Order
- II Approval of Minutes
- III Tuition-free, Full-day Kindergarten Proposal
- IV Next Meeting
- VI New Business
- VII Adjournment

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

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Wachusett Regional School District Committee

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

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

AGENDA:

Public Hearing

Chair's Opening Remarks

*Spring 2018 MCAS*– Deputy Superintendent for Curriculum, Instruction and Assessment Robert Berlo

Student Representatives' Reports

Superintendent's Report

- Discussion of Report
- Recommendations Requiring Action by the School Committee
  - 1. Motion: To support the Resolution for Support for Full Funding of Our Public Schools

Unfinished Business

Secretary's Report

- Approval of 1318<sup>th</sup> Regular Meeting Minutes of the WRSDC held on 10/15/2018

Treasurer's Report/Financial Statements

Committee Reports

- Management Subcommittee
- Education Subcommittee

- 1. Draft Policy 6950 Policy Relating to Pupil Services School-Parent/Guardian Relations – second reading

- Business/Finance Subcommittee
- Legal Affairs Subcommittee

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1. Amended Policy 1312 Policy Relating to School Committee Operation Evaluation of the Superintendent – second reading

- Superintendent Goals and Evaluation Subcommittee
  - 1. To recommend approval of the Superintendent's Goals 2018-2019
- Facilities and Security Subcommittee
- Audit Advisory Board
- Ad-Hoc Subcommittee
- Building Committees
  - 1. Mountview Building Committee

School Council Reports

Public Hearing

New Business

Adjournment

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

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FY20 Budget Roundtable

Thursday, November 8, 2018  
6:30 p.m.

Holden Senior Center  
1130 Main Street, Holden

AGENDA:

- I. Call to Order
- II. Introductions
- III. FY20 Budget process, presentation of data, status, and issues
- IV. Budget "Drivers"
- V. Adjournment

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

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Facilities and Security Subcommittee

Tuesday, December 4, 2018  
7:00 p.m.

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

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Education Subcommittee

Monday, December 10, 2018  
6:00 p.m.

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

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Wachusett Regional School District Committee

Monday, December 10, 2018  
7:00 p.m.

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

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## Superintendent Goal Plan 2018-2019 - DRAFT 10/15/2018

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

Primary Evaluator—Name/Title: WRSDC

Check all that apply<sup>1</sup>:    ☒ Proposed Goals    ☐ Final Goals    Date: 10/15/18

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

<b>Student Learning Goal</b> <i>Check whether goal is individual or team; write team name if applicable.</i>	<b>Professional Practice Goal</b> <i>Check whether goal is individual or team; write team name if applicable.</i>
<p>Individual <input checked="" type="checkbox"/> Team:</p> <ul style="list-style-type: none"><li>- By June 2019, 100% of principals will utilize the Early Warning Indicator System (EWIS), with the superintendent leading district administrators to identify characteristics that will determine whether students are at-risk. Data protocol will be developed by the superintendent to be used for identification of, plan development for, and assessment of improvements in the performance of these students.</li></ul> <p><b>Rationale</b> - At-risk students represent a demographic that requires defined support. The District must define data protocols in order to build capacity to support these students. <b>Alignment</b> - This goal aligns with Domains 2 and 3 of the WRSD Strategic Plan and Standard 1: Instructional Leadership</p>	<p><input checked="" type="checkbox"/> Individual Team:</p> <ul style="list-style-type: none"><li>- The superintendent will develop leadership capacity in his administrative team by facilitating at least 8 administrative leadership meetings that focus on consistency of practice, vision for success, and support of the WRSD Strategic Plan. By June 2019 he will also develop an induction program for each category of administrators (principal, assistant principal, central office) to increase the confidence and success of new administrators to the district.</li></ul> <p><b>Rationale</b> - With 3 new principals and 3 new Central Office administrators, it is necessary for support to be provided to these critical positions. This induction program will be leveraged into a more formal development program in future years. <b>Alignment</b> - This goal aligns with Domain 1 of the WRSD Strategic Plan and Standard I: Instructional Leadership and Standard IV: Professional Culture.</p>

<sup>1</sup> If proposed goals change during Plan Development, edits may be recorded directly on original sheet or revised goal may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.

<p><b>District Improvement Goal</b>  <i>Check whether goal is individual or team;  write team name if applicable.</i></p>	<p><b>District Improvement Goal</b>  <i>Check whether goal is individual or team;  write team name if applicable.</i></p>
<p>Individual  X Team:</p> <ul style="list-style-type: none"> <li>- By July 2019, ALICE training will be provided at all schools, with at least 80% of staff to be trained within year 1 of a three year roll-out and a comprehensive Emergency Operation Plan (EOP) will be developed for all schools.</li> </ul> <p><b>Rationale</b> - The safety of our students and staff remains at the forefront of our planning. The ALICE program will be rolled out to staff this year and next, with a goal of having all staff trained by the end of 2020.</p> <p><b>Alignment</b> - This goal aligns with Domains 2 and 5 of the WRSD Strategic Plan and Standard I: Instructional Leadership, Standard II: Management and Operations and Standard IV: Professional Culture.</p>	<p>Individual  X Team:</p> <ul style="list-style-type: none"> <li>- By June 2019, create a protocol by which every school has a consistent approach to working with the Panorama data associated with students sense of belonging.</li> </ul> <p><b>Rationale</b> - After analyzing Panorama data, it has been noted that responses for students, particularly in grades 6 through 12, were below those of their peers nationally.</p> <p><b>Alignment</b> - This goal aligns with Domains 2 and 5 of the WRSD Strategic Plan and Standard 1: Instructional Leadership and Standard III: Family and Community Engagement.</p>

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



## Educator Plan Form DRAFT (10/15/2018)

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

Primary Evaluator—Name/Title: WRSDC

### Student Learning Goal

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

Individual

x Team:

- By June 2019, 100% of principals will utilize the Early Warning Indicator System (EWIS), with the superintendent leading district administrators to identify characteristics that will determine whether students are at-risk. Data protocol will be developed by the superintendent to be used for identification of, plan development for, and assessment of improvements in the performance of these students.

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

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

Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<ul style="list-style-type: none"><li>• At-risk students are identified</li></ul>	<ul style="list-style-type: none"><li>• School administrative team</li><li>• Superintendent/District level administration</li><li>• Teachers</li></ul>	<ul style="list-style-type: none"><li>• 9/2018</li></ul>
<ul style="list-style-type: none"><li>• Teams meets to define outcomes for the year</li></ul>	<ul style="list-style-type: none"><li>• School administrative team</li><li>• Superintendent/District level administration</li><li>• Teachers</li></ul>	<ul style="list-style-type: none"><li>• 10/2018 - ongoing</li></ul>
<ul style="list-style-type: none"><li>• At-risk students are assessed to establish baseline</li></ul>	<ul style="list-style-type: none"><li>• School administrative team</li><li>• Superintendent/District level administration</li><li>• Teachers</li></ul>	<ul style="list-style-type: none"><li>• 10/2018</li></ul>

<ul style="list-style-type: none"> <li>• At-risk students, when appropriate, have formative assessment.</li> <li>• Teams meets to assess mid-year growth and makes modifications as needed.</li> <li>• At-risk students, when appropriate, have summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• School administrative team</li> <li>• District level administration</li> <li>• Teachers</li> <li>• School administrative team</li> <li>• District level administration</li> <li>• Teachers</li> <li>• School administrative team</li> <li>• District level administration</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 1/2019</li> <li>• 2/2019</li> <li>• 5/2019</li> </ul>
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\*Additional detail may be attached if needed.

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

## Educator Plan Form

### Professional Practice Goal

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

☒ Individual

☐ Team:

The superintendent will develop leadership capacity in his administrative team by facilitating at least 8 administrative leadership meetings that focus on consistency of practice, vision for success, and support of the WRSD Strategic Plan. By June 2019 he will also develop an induction program for each category of administrators (principal, assistant principal, central office) to increase the confidence and success of new administrators to the district.

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

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

Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<ul style="list-style-type: none"><li>Meet with all district administrators to establish consistent goals</li></ul>	<ul style="list-style-type: none"><li>Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>08/2018</li></ul>
<ul style="list-style-type: none"><li>Monthly meetings with Principal Leadership Team (PLT)</li></ul>	<ul style="list-style-type: none"><li>Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>09/2018 - ongoing</li></ul>
<ul style="list-style-type: none"><li>Assignment of all first year administrators to a mentor</li></ul>	<ul style="list-style-type: none"><li>School administrators</li><li>Superintendent/District level administration</li><li>DESE materials</li></ul>	<ul style="list-style-type: none"><li>10/2018</li></ul>
<ul style="list-style-type: none"><li>Assignment of a support team that shall consist of a mentor and an</li></ul>	<ul style="list-style-type: none"><li>School administrators</li><li>Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>10/2018 - ongoing</li></ul>

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



<p>administrator qualified to evaluate administrators.</p> <ul style="list-style-type: none"> <li>• Provision for adequate time for the mentor and beginning administrator to engage in professional conversations on learning and teaching as well as building leadership capacity within the school community and other appropriate mentoring activities.</li> <li>• Meet with new administrators to assist with integration into the WRSD.</li> <li>• Provision for adequate time and resources to learn how to use effective methods of personnel selection, supervision, and evaluation that are included in the Professional Standards for Administrators.</li> <li>• Plan assessed through administrator feedback (including pre- and post-intervention assessment), defined, and organized for future implementation</li> </ul>	<ul style="list-style-type: none"> <li>• DESE materials</li> <li>• School administrators</li> <li>• Superintendent/District level administration</li> <li>• DESE materials</li> <li>• School administrators</li> <li>• Superintendent/District level administration</li> <li>• School administrators</li> <li>• Superintendent/District level administration</li> <li>• School administrators</li> <li>• Superintendent/District level administration</li> </ul>	<ul style="list-style-type: none"> <li>• 10/2018 - ongoing</li> <li>• 10/2018 - ongoing</li> <li>• 10/2018 - ongoing</li> <li>• 5/19</li> </ul>
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## Educator Plan Form

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

Primary Evaluator—Name/Title: WRSDC

### District Improvement

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

Individual

x Team:

- By July 2019, ALICE training will be provided at all schools, with at least 80% trained within year 1 of a three year roll-out and a comprehensive Emergency Operation Plan (EOP) will be developed for all schools.

### District Improvement Goal: Planned Activities

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

Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<ul style="list-style-type: none"><li>• Meet with ALICE trained administrative team</li></ul>	<ul style="list-style-type: none"><li>• Review materials</li><li>• School administrators</li><li>• Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>• 8/2018</li></ul>
<ul style="list-style-type: none"><li>• Meet with local emergency officials</li></ul>	<ul style="list-style-type: none"><li>• Superintendent/District level administration</li><li>• Review materials</li></ul>	<ul style="list-style-type: none"><li>• 8/2018</li></ul>
<ul style="list-style-type: none"><li>• Administrators participate in ALICE online training</li></ul>	<ul style="list-style-type: none"><li>• School administrators</li><li>• Superintendent/District level administration</li></ul>	<ul style="list-style-type: none"><li>• 8/2018</li></ul>
<ul style="list-style-type: none"><li>• School administrators are trained as trainers.</li></ul>	<ul style="list-style-type: none"><li>• Building principals</li></ul>	<ul style="list-style-type: none"><li>• 10/2018</li></ul>

<ul style="list-style-type: none"> <li>• School administrators conduct training with building staff</li> <li>• Emergency Operation Plans are defined for each school</li> </ul>	<ul style="list-style-type: none"> <li>• School administrators</li> <li>• School staff</li> <li>• School administrators</li> <li>• Superintendent/District level administration</li> <li>• Local emergency officials</li> </ul>	<ul style="list-style-type: none"> <li>• ongoing</li> <li>• 6/2019</li> </ul>
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\*Additional detail may be attached if needed.



## Educator Plan Form

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

Primary Evaluator—Name/Title: WRSDC

### District Improvement

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

Individual

x Team:

- By June 2019, a protocol will be created by which every school has a consistent approach to working with the Panorama data associated with students' sense of belonging.

### District Improvement Goal: Planned Activities

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

Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
<ul style="list-style-type: none"><li>Review of Panorama data</li></ul>	<ul style="list-style-type: none"><li>Superintendent/District level administration</li><li>School administration</li><li>Teachers</li><li>Director of SEL</li></ul>	<ul style="list-style-type: none"><li>09/2018</li></ul>
<ul style="list-style-type: none"><li>Goals are established for individual buildings</li></ul>	<ul style="list-style-type: none"><li>Superintendent/District level administration</li><li>School administration</li><li>Teachers</li><li>Director of SEL</li></ul>	<ul style="list-style-type: none"><li>10/2018</li></ul>
<ul style="list-style-type: none"><li>School based support teams meet to create action plan to address areas of focus in Panorama data</li></ul>	<ul style="list-style-type: none"><li>School administration</li><li>Teachers</li><li>Director of SEL</li></ul>	<ul style="list-style-type: none"><li>11/2018</li></ul>

<ul style="list-style-type: none"> <li>• School based teams meet on an ongoing basis to assess progress</li> <li>• Students participate in the Panorama survey</li> <li>• Student data reviewed and protocol defined</li> </ul>	<ul style="list-style-type: none"> <li>• School administration</li> <li>• Teachers</li> <li>• Director of SEL</li> <li>• Students</li> <li>• School administration</li> <li>• Teachers</li> <li>• Director of SEL</li> <li>• Superintendent/District level administration</li> </ul>	<ul style="list-style-type: none"> <li>• 11/2018 - ongoing</li> <li>• 5/2019</li> <li>• 6/2019</li> </ul>
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\*Additional detail may be attached if needed.

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

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

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

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



Jeffrey C. Riley  
Commissioner

## Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

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

### MEMORANDUM

**To:** Superintendents and Charter School Directors  
**From:** Jeffrey C. Riley  
Commissioner of Elementary and Secondary Education  
**Date:** October 2018  
**Re:** John and Abigail Adams Scholarship Letters for Students in the Class of 2019

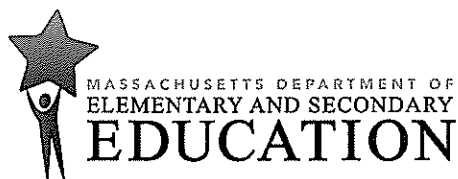
A handwritten signature in dark ink, appearing to read "Jeffrey C. Riley".

I am pleased to provide you with letters for students in the class of 2019 who have qualified to receive the John and Abigail Adams Scholarship based on their performance on the high school MCAS English Language Arts, Mathematics, and Science and Technology/Engineering tests. Please forward a copy of this memorandum and enclosed materials to the appropriate principal(s) in your district.

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

A list of students who have qualified for the Adams Scholarship is available on the MCAS Service Center website at [www.mcasservicecenter.com](http://www.mcasservicecenter.com). To access your list, select "MCAS," then "MCAS Reporting," and finally your district and high school or charter school. This year, starting with the letters for the students in the class of 2019, PDF versions of the student letters will also be available on the MCAS Service Center website. **Guidance counselors should review the list of qualified students for their school and retain a copy of the letters in case a student misplaces their copy.** If they note discrepancies or have questions about the eligibility criteria, they should contact Student Assessment Services at 781-338-3625 or [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu).

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



# Spring 2018 MCAS Tests Parent/Guardian Report

Name:

SASID:

School:

Grade:

District:

Date of Birth:

Dear Parent(s) or Guardian(s):

This *Parent/Guardian Report* provides your child's results on the 2018 Massachusetts Comprehensive Assessment System (MCAS) tests. For each test that your child took in spring 2018, the report shows your child's **Achievement Level** (*Advanced, Proficient, Needs Improvement, or Failing*). In addition, each child who participated in the English Language Arts (ELA) or Mathematics tests in grade 10 in 2018, and who also took the prior MCAS test in that subject, receives a **Student Growth Percentile (SGP)** score. The SGP shows how your child's progress compares to the progress of other students in the same grade statewide who earned similar MCAS scores in previous years. The report also provides information regarding how your child's performance compares to school, district, and state performance; how your child performed in different reporting categories of the test(s); and how your child did on individual test questions.

If you have questions about your child's performance, I encourage you to meet with your child's teacher(s) to discuss the results and identify ways that you can partner with your school to support your child's education.

Sincerely,

Jeffrey C. Riley  
Commissioner of Elementary and Secondary Education

## What is MCAS and how are test results used?

MCAS is the Commonwealth's standards-based student assessment program. MCAS has the following primary purposes:

- To evaluate student, school, and district performance according to the Massachusetts curriculum frameworks learning standards
- To determine whether a student has met the state requirements for the Competency Determination (i.e., whether a student is eligible for a high school diploma)
- To hold schools and districts accountable for making progress toward improvement targets set by the state plan under the federal Elementary and Secondary Education Act (ESEA)
- To inform and improve curriculum and instruction
- At the high school level, to determine whether your child meets one of the eligibility requirements for the John and Abigail Adams Scholarship and the Stanley Z. Koplik Certificate of Mastery Award

## Where can you find more information?

[www.doe.mass.edu/mcas/parents](http://www.doe.mass.edu/mcas/parents)

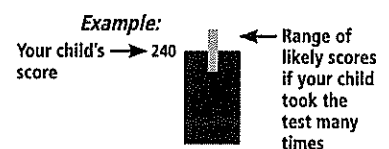
## Your child's Spring 2018 High School achievement levels and scores

English Language Arts	Mathematics	Science and Technology/Engineering
Achievement Level:	Achievement Level:	Achievement Level:
Score:	Score:	Score:
Growth Percentile:	Growth Percentile:	Growth Percentile:

		English Language Arts	Mathematics	Science and Tech/Eng.
<b>Advanced</b> Students at this level demonstrate a comprehensive and in-depth understanding of challenging subject matter and provide sophisticated solutions to complex problems.	High 270-280			
	Low 260-268			
<b>Proficient</b> Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.	High 250-258			
	Low 240-248			
<b>Needs Improvement</b> Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.	High 230-238			
	Low 220-228			
<b>Failing</b> Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.	High 210-218			
	Low 200-208			

\*Score not available

In the figure above, the top of the black bar indicates your child's score on each test. The small gray bar, included for Spring 2018 only, shows the range of likely scores your child would receive if he or she took the test multiple times.





## Your child's achievement compared to school, district, and state achievement

This section shows your child's achievement in each subject. It also shows the percentage of students at each achievement level in your child's school, district, and the state. The check (✓) indicates your child's achievement level. Percentages are not shown if fewer than 10 students took the test.

English Language Arts				
Achievement Level	Your Child	School	District	State
Advanced				
Proficient				
Needs Improvement				
Failing				
Mathematics				
Achievement Level	Your Child	School	District	State
Advanced				
Proficient				
Needs Improvement				
Failing				
Science and Technology/Engineering				
Achievement Level	Your Child	School	District	State
Advanced				
Proficient				
Needs Improvement				
Failing				

## Student Growth Percentiles

Your child's Student Growth Percentile (SGP) in ELA and/or Mathematics is shown below. SGPs estimate your child's progress compared to the progress of other students across the state with a history of similar MCAS scores. Growth percentiles range from 1 to 99. A higher SGP means the student progressed at a higher rate than other students with similar test scores, while a lower SGP means the student progressed at a lower rate than other students with similar test scores. The rows below your child's SGP show the growth of students at your child's school and district, as compared to the growth of students at other schools and districts across the state with similar MCAS score histories. The gray bars on either side of your child's percentile(s) show the range of likely growth scores your child would receive if he or she took the test many times.

Lower Growth				English Language Arts						Higher Growth			
Percentile													
1	10	20	30	40	50	60	70	80	90	99			
Your Child													
School													
District													

Lower Growth					Mathematics					Higher Growth				
Percentile														
1	10	20	30	40	50	60	70	80	90	99				
Your Child														
School														
District														

## Your child's scores in the reporting categories measured by each test

This section shows the number and percentage of possible points earned by your child in each reporting category. For comparison, you will also find the percentage of possible points earned by students who performed at the low end of the *Proficient* level across the state. This information can give you a general impression of your child's relative strengths and weaknesses.

English Language Arts	Reporting Category Code	Points Earned by Your Child	Possible Points	Percent of Possible Points Earned by Your Child	Percent of Possible Points Earned by Students Who Performed at the Low End of the <i>Proficient</i> Level
Language	LA				
Reading	LT				
Composition: Topic Development	CT				
Composition: Standard English Conventions	CC				
Mathematics	Reporting Category Code	Points Earned by Your Child	Possible Points	Percent of Possible Points Earned by Your Child	Percent of Possible Points Earned by Students Who Performed at the Low End of the <i>Proficient</i> Level
Number and Quantity	NQ				
Algebra and Functions	AF				
Geometry	GE				
Statistics and Probability	SP				
Science and Technology/Engineering	Reporting Category Code	Points Earned by Your Child	Possible Points	Percent of Possible Points Earned by Your Child	Percent of Possible Points Earned by Students Who Performed at the Low End of the <i>Proficient</i> Level

## How your child did on individual test questions

This section shows how your child did on each test question. In the bottom row (Your Child's Score) for each subject, you will find whether your child gave the correct answer on multiple-choice questions and the number of points earned by your child on other types of questions. Reporting Category codes are given in the table above. Released test questions are available at [www.doe.mass.edu/mcas/testitems.html](http://www.doe.mass.edu/mcas/testitems.html).

English Language Arts																																													
Question Number	WP	WP	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
Reporting Category	CT	CC																																											
Your Child's Score																																													
Mathematics																																													
Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42			
Reporting Category																																													
Your Child's Score																																													
Science and Technology/Engineering																																													
Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Reporting Category																																													
Your Child's Score																																													

Question Type	Score Codes	
Multiple-choice	✓	Correct answer (1 point earned)
	A, B, C, or D	Incorrect answer on a released question (0 points earned)
	–	Incorrect answer on an unreleased question (0 points earned)
	*	More than one answer (0 points earned)
Short-answer (Mathematics only)	✓	Correct answer (1 point earned)
	0	Incorrect answer (0 points earned)
Open-response	x/4	x points earned out of 4
Writing prompt (ELA grade 10 only)	x/12	x points earned out of 12 for Topic Development (CT)
	x/8	x points earned out of 8 for Standard English Conventions (CC)
All types	blank space	No answer (0 points earned)

# Spring 2018 MCAS Tests

## Parent/Guardian Report



Name: District:  
SASID: School:  
Date of Birth: Grade:

This report provides your child's results on the spring 2018 Massachusetts Comprehensive Assessment System (MCAS) tests. For the English Language Arts (ELA) and Mathematics tests your child took in spring 2018, the report shows your child's score (between 440 and 560), achievement level (Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, or Not Meeting Expectations), and student growth percentile (1–99). If your child was in grade 5 or grade 8, he or she also took a Science and Technology/Engineering test, and those results are reported with different scores and achievement levels on the back page of this report.

For each subject, the report also provides information that compares your child's performance to performance at the school, district, and state levels, as well as information about how your child performed in the major areas of the test and on individual test questions.

In 2017, students began taking MCAS tests on a computer. In 2018, 70% of the students took an MCAS test online. The remaining students took a paper version of the test. The type of test your child took (paper or computer) is shown in the upper right corner on the page for that test.

More information on how to understand the results in this report, and how parents/guardians can take action based on the results, is provided below and also on our website at [www.doe.mass.edu/mcas/parents](http://www.doe.mass.edu/mcas/parents).

### Your Child's Overall Results in Grade

#### English Language Arts

Achievement Level

Score

(Score range: 440–560)

Growth Percentile

Details on page 2

#### Mathematics

Achievement Level

Score

(Score range: 440–560)

Growth Percentile

Details on page 3

#### Science and Technology/Engineering

Achievement Level

Score

(Score range: 200–280)

Details on page 4

### Why statewide testing is important for students, parents, and educators

In 1993, the state established MCAS testing for all students in order to measure whether students are learning the material they need to know at each grade level. MCAS results:

1. help families see whether their children are making expected academic progress;
2. help educators identify areas of the curriculum where students are learning well and areas where students may need additional assistance to meet grade-level expectations; and
3. help the state target resources to schools that need support.

### What's next: Ways to support your child's continued learning

If your child's scores fall in the Not Meeting Expectations or Partially Meeting Expectations categories for ELA or mathematics—Warning or Needs Improvement for Science and Technology/Engineering (STE)—it is critical to attend family-teacher conferences and discuss any concerns you may have. In addition, talk to your child about his or her day at school to reinforce the material being learned. Children whose parents/guardians stress the value of education are more likely to find it important as well. If your child is Meeting Expectations or Exceeding Expectations (Proficient or Advanced in STE), consider having a conversation with your child's teacher to ensure your child remains challenged and engaged.

## Science and Technology/Engineering Results

Your Child's Achievement Level:

Your Child's Score:

<b>Advanced</b> Students at this level demonstrate a comprehensive and in-depth understanding of challenging subject matter and provide sophisticated solutions to complex problems.	High 270-280 Low 260-268	
<b>Proficient</b> Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.	High 250-258 Low 240-248	
<b>Needs Improvement</b> Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.	High 230-238 Low 220-228	
<b>Warning</b> Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.	High 210-218 Low 200-208	

In the figure above, the top of the black bar indicates your child's score on the test. The small gray bar shows the range of likely scores your child would receive if he or she took the test multiple times. Example: Your child's score is 240. Range of likely scores if your child took the test many times.

### Your child's achievement compared to school, district, and state achievement in grade

This section shows your child's achievement level on the test. It also shows the percentage of students at each achievement level in your child's school, district, and the state. The check (✓) indicates your child's achievement level. Percentages are not shown if fewer than 10 students took the test.

Achievement Level	Your Child	School	District	State
Advanced				
Proficient				
Needs Improvement				
Warning				

### Your child's scores in the reporting categories measured by the test

This section shows the number and percentage of possible points earned by your child in each reporting category. For comparison, you will also find the percentage of possible points earned by students who performed at the low end of the *Proficient* level across the state. This information can give you a general impression of your child's relative strengths and weaknesses.

Reporting Category	Reporting Category Code	Points Earned by Your Child	Possible Points	Percent of Possible Points Earned by Your Child	Percent of Possible Points Earned by Students Who Performed at the Low End of the <i>Proficient</i> Level
Earth and Space Science	ES				
Life Science	LS				
Physical Sciences	PS				
Technology/Engineering	TE				

### How your child did on individual test questions

This section shows how your child did on each test question. In the bottom row (Your Child's Score), you will find whether your child gave the correct answer on multiple-choice questions and the number of points earned by your child on other types of questions. Reporting Category codes are given in the table above. Released test questions are available at [www.doe.mass.edu/mcas/testitems.html](http://www.doe.mass.edu/mcas/testitems.html).

Release Test Questions and Answers Worksheet																																												
Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42		
Reporting Category																																												
Your Child's Score																																												
Question Type		Score Codes																																										
Multiple-choice		✓	Correct answer (1 point earned)																																									
		A, B, C, or D	Incorrect answer on a released question (0 points earned)																																									
		*	More than one answer (0 points earned)																																									
		-	Incorrect answer on an unreleased question (0 points earned)																																									
Open-response		x/4	x points earned out of 4																																									
All types		Blank space	No answer (0 points earned)																																									



Name:  
SASID:

Grade  
Spring 2018

## English Language Arts

Your Child's Achievement Level:

Your Child's Score:



The horizontal gray bars shown in the graphics above and below show the range of likely scores your child would receive if he or she took the test multiple times.

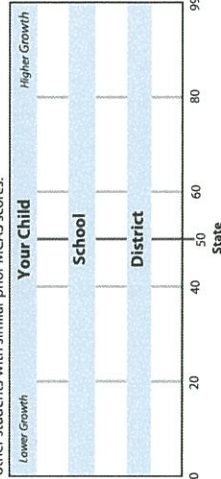
### Achievement

How your child performed compared to students in their school, district, and state.

Year	Your Child's Score	Average Score		
		School	District	State
2018				
2017				

### 2018 Student Growth Percentiles

The student growth percentile (1-99) compares your child's score to other students with similar prior MCAS scores.



### How your child performed on the test in each reporting category and on each individual test question

Reporting Category	Points Earned by Your Child	Average Points in School	Average Points in District	Average Points in State	Total Possible Points	Average Points Earned*
Reading						
Writing						
Language						

\*Average number of points earned by students Meeting Expectations at the state level who scored close to 500.

### Individual Test Questions

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Points Earned																									

Key x/y = x points earned out of y possible points Blank space = no answer

Go online to see a description of every test question at <http://www.doe.mass.edu/mcas/testitems.html>.

Name:  
SASID:

Grade  
Spring 2018

## Mathematics

Your Child's Achievement Level:

Your Child's Score:



The horizontal gray bars shown in the graphics above and below show the range of likely scores your child would receive if he or she took the test multiple times.

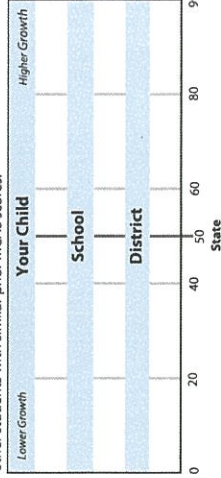
### Achievement

How your child performed compared to students in their school, district, and state.

Year	Your Child's Score	Average Score		
		School	District	State
2018				
2017				

### 2018 Student Growth Percentiles

The student growth percentile (1-99) compares your child's score to other students with similar prior MCAS scores.



### How your child performed on the test in each reporting category and on each individual test question

Reporting Category	Points Earned by Your Child	Average Points in School	Average Points in District	Average Points in State	Total Possible Points	Average Points Earned*

\*Average number of points earned by students Meeting Expectations at the state level who scored close to 500.

### Individual Test Questions

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Points Earned																									

Key x/y = x points earned out of y possible points Blank space = no answer

Go online to see a description of every test question at <http://www.doe.mass.edu/mcas/testitems.html>.

## 11/2/2018

	K	1	2	3	4	5	6	7	8	
Davis Hill	10*	17	20	26	27	20	24	25	24	Mountview
	12*	17	19	25	28	22	23	25	20	
	19	18	21	25	27	21	24	24	21	
	17	17	21			20	22	24	21	
	18					23	20	23	22	
Dawson	11*	20	21	20	21	23	22	22	19	
	11*	22	18	21	21	21	23	24	20	
	21	22	21	20	21	23	22	24	22	
	21		16	22	21	23	23	22	21	
	19					23	24	20	23	
Mayo	17*	19	21	24	20	24	25	22	23	
	8*	18	22	22	20	21	22	20	21	
	21	18	21	22	23					
	21	19	23	22	20					
Naquag Glenwood	16*	20	19	22	22	23	20	17	20	
	16*	19	19	23	22	24	18	18	21	
	22	21	20	24	22	21	19	17	21	
	23	20	19	22	23	22	18	16	21	
	21	20	19	23	20	22	18	18	21	
			20	23			17	17	15	
								19	20	
Houghton	14*	21	20	20	24	23	14	18	19	
	13*	20	21	19	22	23	15	17	19	
	21	21	20	20	22	22	15	19	18	
	20			19		23	17	20	18	
							14	19	18	
Paxton	19	14	23	20	20	21	22	19	25	
	20	14	24	19	20	17	22	22	23	
					20	20	23	22	22	
Thomas Prince	14	20	24	20	21	23	24	22	22	
	16	21	25	19	25	25	24	22	21	

\* Half day Kindergarten classes



**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

**Resolution in Support of Full Funding for Our Public Schools**

**WHEREAS**, free public schools available to all students without exception are foundational to our democracy and are required by the state constitution; and

**WHEREAS**, all of our students, no matter where they live, deserve high-quality public schools that teach the whole child and provide them with a rich school experience that addresses their academic, social and emotional needs;

**WHEREAS**, the state's foundation budget formula, which determines state aid to each district, has been woefully out of date for years, thereby underfunding our districts by more than \$1 billion a year for essential educational services; and

**WHEREAS**, an updated foundation budget formula would bring Wachusett Regional School District up to \$2,970,143 in additional state aid each year, allowing this district to move closer to providing all students with the education to which they are entitled as residents of the Commonwealth; and

**WHEREAS**, the Legislature failed to pass any foundation budget legislation in the last session, leaving districts, educators and students without the funds necessary to support the schools our students deserve in every district in the state;

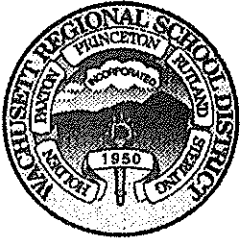
**THEREFORE**, be it resolved that the Wachusett Regional School District Committee urges the Legislature to approve and fully fund a new foundation budget formula by May 1, 2019.

**Wachusett Regional School District Committee**

**Kenneth Mills, Chair, WRSDC**

11/5/2018





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

*Sent electronically and via USPS*

October 16, 2018

Brody, Hardoon, Perkins & Kesten, LLP  
Attention: Naomi Stonberg, Esq.  
699 Boylston Street  
Boston, MA 02116

Dear Attorney Stonberg:

At the October 15, 2018 meeting of the Wachusett Regional School District Committee (WRSDC), the Committee voted to authorize appointment of Brody, Hardoon, Perkins & Kesten, LLP as District Legal Counsel for the period July 1, 2018 – June 30, 2019. Services to the District will be billed at an hourly rate of \$225/hour.

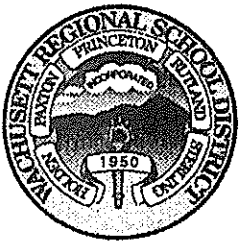
We look forward to continuing to work with you this year.

Sincerely,

Darryll McCall, Ed.D.  
Superintendent of Schools

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

DM:rlp



# *Wachusett Regional School District*

*Holden, Paxton, Princeton, Rutland, Sterling*

*Sent electronically and via USPS*

October 16, 2018

Fletcher Tilton, Attorneys at Law  
Attention: Joseph T. Bartulis, Jr., Esq.  
370 Main Street, 12<sup>th</sup> Floor  
Worcester, MA 01608

Dear Attorney Bartulis:

At the October 15, 2018 meeting of the Wachusett Regional School District Committee (WRSDC), the Committee voted to authorize appointment of Fletcher Tilton as District Legal Counsel for the period July 1, 2018 – June 30, 2019. Per your proposal dated August 3, 2018, services to the District will be billed at an hourly rate of \$220/hour.

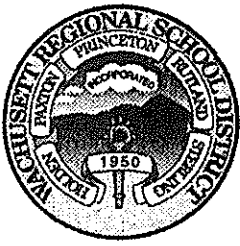
We look forward to continuing to work with you this year.

Sincerely,

Darryll McCall, Ed.D.  
Superintendent of Schools

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

DM:rlp



# *Wachusett Regional School District*

*Holden, Paxton, Princeton, Rutland, Sterling*

October 16, 2018

Nuttall, MacAvoy & Joyce, P.C.  
Attention: Matthew MacAvoy, Esq.  
Marshfield Professional Center  
1020 Plain Street, Suite 270  
Marshfield, MA 02050

Dear Attorney MacAvoy:

At the October 15, 2018 meeting of the Wachusett Regional School District Committee (WRSDC), the Committee voted to authorize appointment of Nuttall, MacAvoy & Joyce, P.C. as District Legal Counsel for the period July 1, 2018 – June 30, 2019. Services to the District will be billed at an hourly rate of \$215/hour.

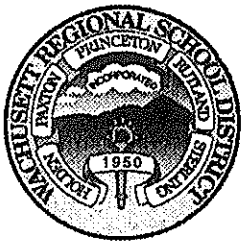
We look forward to continuing to work with you this year.

Sincerely,

Darryll McCall, Ed.D.  
Superintendent of Schools

cc: Wachusett Regional School District Committee  
Daniel Deedy, Director of Business and Finance  
Lincoln Waterhouse, Interim Administrator of Special Education

DM:rlp



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

October 15, 2018

Ms. Nadine Kennedy  
Western Regional Coordinator  
AFSCME Council 93, Local 2885  
21 Wilbraham Street  
Building 51, suite 201  
Palmer, MA 01069

Dear Ms. Kennedy:

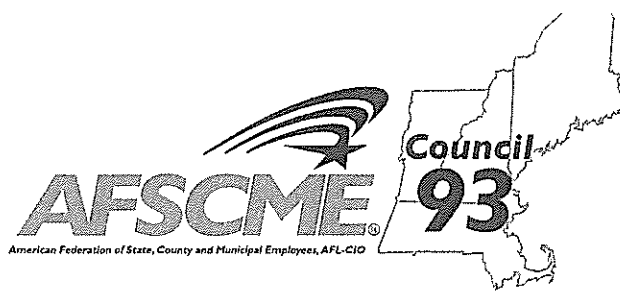
I am in receipt of your October 9, 2018 notification that AFSCME Council 93, Local 2885 – Clerical and Custodial Employees is prepared to begin negotiating the contract between Wachusett Regional School District and the clerical union, which will expire on June 30, 2019. District administration will be in contact to schedule the initial meeting.

Sincerely,

Darryll McCall, Ed.D.  
Superintendent of Schools

cc: Wachusett Regional School District Committee  
Susan Hitchcock, Chair, Legal Affairs Subcommittee  
Jeff Carlson, Director of Human Resources  
Wendy Timmons, AFSCME Staff Representative  
Matthew Sullivan

DM:rlp



10/12/2018  
750

October 9, 2018

Frank Moroney  
Executive Director

Charles C. Owen, Jr.  
President

Kevin Hanley  
Vice President

Nancy Silva  
Recording Secretary

Gerry Mills  
Treasurer

Scott Kell  
Sgt. at Arms

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

Dear Dr. Darryll McCall:

Pursuant to the provisions of the Collective Bargaining Agreements between the Wachusett Regional School District and the American Federation of State, County and Municipal Employees, Local 2885, AFL-CIO, Clerical and Custodial Employees, this is to inform you the Union desires to enter into negotiations for the purpose of extending the agreements presently in effect and proposing certain changes and amendments thereto.

Please contact Staff Representative Wendy Timmons at 413-668-2203, or by email at [wtimmons@afscme93.org](mailto:wtimmons@afscme93.org), at your earliest convenience relative to two or three suggested dates and times for a meeting to discuss the above.

Your cooperation in this matter is greatly appreciated.

Sincerely,

Nadine Kennedy  
Western Regional Coordinator

NK/er

Cc: W. Timmons  
M. Sullivan

Summary of Principals' Reports – November 2018

Topic: *MCAS/Student Growth*

**Early Childhood Center**

MCAS is not performed at the preschool level; however, students did participate in Benchmark Assessments. Pre-assessment testing occurred on September 25, 2018. The data was analyzed by individual teachers initially and was then analyzed collectively during a staff meeting. As a group, the decision to make adjustments to the curriculum was agreed upon before offering Response to Intervention (RTI), as there were sub-groups of students in all classrooms who did poorly on a single skill such as identifying/naming shapes, counting, letter identification, etc. The teachers will build in more opportunities to learn and practice these skills before the interim Benchmark Assessments are completed in January 9, 2019.

Submitted by Pat Ottaviano, Principal

**Davis Hill Elementary School**

Data compiled from the MCAS 2018 spring administration has provided our school and grade-level teams with information to consider while moving ahead with planning and instructional objectives for the 2018-2019 school year. MCAS data provides our teams with layers of data that can be helpful in identifying strengths and weaknesses of our instructional practices. Over the last two years, the structure of the MCAS has changed. In 2017, our students participated in the Next Generation MCAS for the first time, and took the paper and pencil version of the assessment. This past spring, the students participated in the Next Generation MCAS once again, but this time took the assessment on computers for the first time. While this change did present some challenges to our students last year, overall we are proud of the efforts put forth by our students and staff in making this change.

A review of our building-based MCAS results indicates that we are falling in the category of "Partially Meeting Targets". 53% of schools in Massachusetts fell in this accountability category. When looking closer at our results, our performance in ELA was the most varied. Overall, our ELA average composite scaled score fell by less than a point overall (2017-507.6/2018-506.8). Provided this difference, we did not meet our state target of 509.3. Within the sub-categories, our area of strongest improvement was in the Lowest Performing category. This group moved from an average composite score of 491.2 in 2017 to 497.4 in 2018 for a net gain of 6.2 points. On the other end of the spectrum, our largest decline was noted in the sub-category of students with disabilities, as the average composite scaled score fell by 3.5 points. We did not meet our overall school growth targets for ELA. While average student growth percentiles were varied within our two grade levels that receive these scores, our overall targets were not met.

While our overall ELA average composite scaled score fell, our overall Math average composite scaled score rose .5 points overall (2017-505.8/ 2018-506.3). Though we improved overall, we did not meet our state target (507.0). Our most significant growth area when looking at sub-categories was the same as ELA, as the Lowest Performing

sub-category again rose overall by 2.7 points (2017-488.2/ 2018-490.9). Our most notable area of negative change was in the sub-category of Economically Disadvantaged. Average composite scores in this domain fell 3.7 points overall (2017-496.6/ 2018-493.4). In Math, we did meet our state determined target for overall growth. Though we reached this target, similar to the scores in ELA, there was variability between grade level scores.

Davis Hill's overall Science average composite scaled score rose by 3.7 points overall. This growth exceeded our target for the year.

Our administration has utilized the data provided via the state to breakdown results and help inform our planning. School level, grade level, and student level data is reviewed and reflected upon in order to support our decision making related to planning instruction. Our focus is student learning and how we may best support the growth of our students and staff in ensuring that their learning needs are met. As we move forward, the following action plan is an outline of the steps that we are taking to continue to move forward:

### **2018-19 Davis Hill Growth Improvement Plan**

#### **1. School-based teams respond to student learning**

- a. All students currently in grades 4 and 5, who performed in the NI/W categories have been identified and shared with their current teacher.
- b. Davis Hill staff have worked in grade-level teams to ensure that we are focused on planning lessons and units around priority standards and using pre/post assessments to focus on ensuring that student learning is taking place throughout the year (we are not MCAS dependent for data. MCAS is only a piece of the puzzle). Our common assessments are viewed equally to MCAS results for supporting student learning as they are consistently utilized throughout the year and instruction can be modified immediately.
  - i. Grade level teams are expected to plan together focusing units on priority standards and linking commons assessments to ensure student learning.
  - ii. Common assessments are utilized to inform RTI/WIN groupings and skills that are being focused on.
- c. Davis Hill staff will utilize a coordinated intervention plan.
  - i. Struggling students will receive support via classroom accommodations and differentiated instruction. RTI (Tier 2) support is primarily delivered through the WIN (What I Need) block which is scheduled at the same time school-wide to support our ability to maximize our supports. This support is required to be differentiated, focused and connected to skill development (not just day-to-day tutoring). Regular education students who are not progressing after receiving accommodations and RTI (Tier 2) support, are expected to be referred to the Davis Hill Student

- Intervention Team (SIT) for consideration for more significant intervention supports and/ or Special Education Assessment.
- ii. Data related to student progress will be collected formally (via BAS or DRA results/ common assessments/class tests/quizzes/benchmark assessments/observational information). Google Docs will be the primary vehicle for monitoring student growth for at-risk students.
  - d. Davis Hill staff have made a commitment to use evidence to evaluate and adjust instruction and focus on what aspects of learning we can control.
    - i. A process is in place to identify students who are in need of tiered support. That process is clear to staff members and data review opportunities will take place via grade level and individual staff meetings. For students who require opportunities for enrichment, staff members are utilizing small group instructional opportunities, as well as the workshop model, to support higher level learning opportunities.
      - 1. Students who require RTI and/or Tiered support will be monitored for one year after they have maintained grade-level performance in the specific area of identified weakness.
    - ii. Student learning data will be shared to support our staff use of highly effective instructional practices.

## **2. Available time is used to support student learning**

- a. The Davis Hill schedule provides an overall opportunity for learning and growth for all staff and students.
  - i. The schedule provides time for our staff to meet and examine student learning data (via bi-weekly grade level meetings/monthly faculty meetings/on-going email/Google Doc sharing).
  - ii. Davis Hill schedule provides for common planning time for all grades (30 minutes a day).
  - iii. Tiered instructional time is provided for all students.
- b. Dedicated, non-negotiable daily time for core ELA and Math instruction to occur.

## **3. Students experience smooth transitions between schools**

- a. Our staff is working with Mountview Middle School, as well as the leadership in the other town elementary schools (via goals/focus and meetings) to support an effective transition to the middle school by ensuring a guaranteed core curriculum in ELA and Math based on priority standards and practices (with support from the Central Office).
- b. Administration and staff work together to ensure that grade placements are focused on establishing classrooms that will support student learning.
- c. Davis Hill staff is working on reviewing and identifying what data (common assessment/District assessments) is provided to sending grade level teams to support future student learning.



#### **4. Professional development supports teacher needs**

- a. Provide content specific training
  - i. Focus on improving overall understanding of early literacy instruction with relevant staff
  - ii. Provide assessment in writing
  - iii. Improve the understanding of assessment design and use with all staff
- b. Davis Hill staff will continue to work on priority standards, development of common/ benchmark assessments and strengthened collaboration in order to develop, revise and share high quality instructional practices.
- c. Davis Hill staff will examine student work in collaborative and effective grade level teams in order to support mastery and proficiency expectations for students, monitor progress and use the information to drive instructional and budget decisions.

Submitted by Jay Norton, Principal

#### **Dawson Elementary School**

Dawson received an overall classification of “Not requiring assistance or intervention” on the 2018 MCAS Assessment. Our accountability percentile was 73 and we were 62% - Partially meeting targets on “Progress meeting targets.”

Dawson earned 7 of 12 possible points. Digging deeper into that category, Dawson earned 3 of 4 possible points for “English language arts achievement,” 3 of 4 points for “Mathematics achievement” and 4 of 4 points for “Science achievement.” In the “Growth” category, Dawson earned 2 of 4 points in the “English language arts growth” and 2 of 4 possible points for “Mathematics growth.” Dawson was below target in ELA and Math in the “High needs” group for math and ELA.

A review of more detailed information indicates that Dawson will need to focus on achieving higher growth scores in all subgroups ELA and Math. In September staff members received preliminary MCAS data reports via a shared folder in Google. On the October professional development day, Grade 3-5 teachers did a further analysis on the results and identified specific areas of strength and weakness. The teachers spent time in vertical team discussions to review common areas of strength and common opportunities for improvement. The teachers indicated that they valued those discussions and requested more vertical team discussions in the future.

Staff members recently received “Early Warning Indicator System” (EWIS) reports. These reports specify, by student, performance on key subgroup indicators. These reports are invaluable because they provide detailed information including the MCAS data, academic, attendance, and school histories of each student identified through the EWIS Early Warning report. The teachers developed personal learning goals for the high-risk students and will meet once a month to discuss the goals, the instructional practices and modify if needed.

Submitted by Melissa Wallace, Principal

### **Mayo Elementary School**

Mayo staff, 3rd through 5th grade, spent the afternoon on October 25th diving into the MCAS data, discussing how to participate in effective, collaborative team meetings, and beginning to look at students who are “at-risk” and need more specific interventions. Mayo School received an overall classification of “not requiring assistance or intervention” on the 2018 MCAS. Our accountability percentile was 82 and we were rated as 83% - meeting targets for “progress toward improvement targets.”

For our overall results in the area of progress toward improvement targets, in ELA we received 2 out of 4 points for achievement. In math, we received 3 out of 4 points for achievement and in science we received 4 out of 4 points for achievement. In the area of growth, Mayo earned 3 out of 4 points for ELA and 4 out of 4 for math growth. One main area that is of concern was in the students with disabilities subgroup, Mayo received 1 out of 4 points in ELA achievement and 0 out of 4 in math achievement.

On our Oct 25 professional development day, the 3<sup>rd</sup> through 5<sup>th</sup> graders came together to take a closer look at various MCAS reports, including item analysis and standards that need more attention. The teachers first worked in vertical teams to review the reports and identify specific data points, determine why those points were important, and begin to make a plan for how to address certain areas in math and ELA. Teachers were able to look at skills across multiple grade levels and make thoughtful adjustments to unit plans and/or lesson plans. During that PD time, the teachers also viewed some video clips of effective, collaborative team meetings to lay the groundwork for how grade level team meeting will look at Mayo this year. Finally, teachers were educated on the EWIS data. They moved into grade level teams and created lists of students who were considered “high risk.” Teachers began to make personal learning plans for each of the those students. These action plans will be discussed each month and individual student progress will be monitored, adjusting instruction and interventions as needed.

Submitted by Liz Garden, Principal

### **Mountview Middle School**

Mountview Middle School received an overall classification of “Not requiring assistance or intervention” on the 2018 MCAS Assessment. Our accountability percentile was 76 and we were 44% - Partially meeting targets on “Progress meeting targets.”

When reviewing “Overall results,” Mountview earned 9 of 12 possible points. Digging deeper into that category, Mountview earned 3 of 4 possible points for “English language arts achievement,” 3 of 4 points for “Mathematics achievement” and 3 of 4 points for “Science achievement.” In the “Growth” category, Mountview earned 3 of 4 points in the “English language arts growth” and 2 of 4 possible points for “Mathematics growth.”

A review of more detailed information indicates that Mountview will need to focus on “High Needs,” “Economically Disadvantaged” and “Students with Disabilities” for the upcoming year. In August, staff members received preliminary MCAS data reports via a shared folder in Google. Faculty members received an overview of 2018 results on at Staff Orientation on August 27<sup>th</sup> and were given time at our September and October

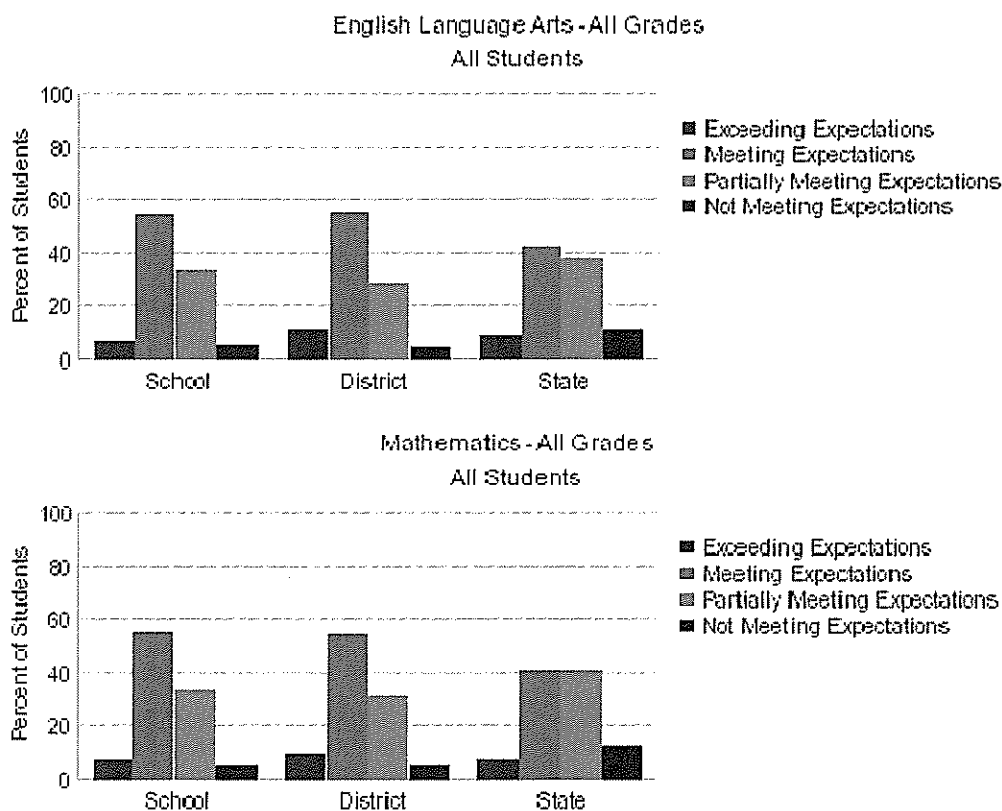
professional development days to further review results and identify specific areas of strength and weakness. Staff members recently received “Early Warning Indicator System” (EWIS) reports. These reports specify, by student, performance on key subgroup indicators. These reports are invaluable because they provide detailed information including the MCAS data, academic, attendance, and school histories of each student identified through the EWIS Early Warning report. Faculty meeting time will be devoted to the regular review of these reports and to discuss student progress toward meeting goals established to help them demonstrate improvement. We are also working closely with the Curriculum Supervisor to review EWIS reports and provide relevant information to our faculty to assist them in identifying areas of strength and weakness to best prepare them and our students for success on the 2019 MCAS assessment.

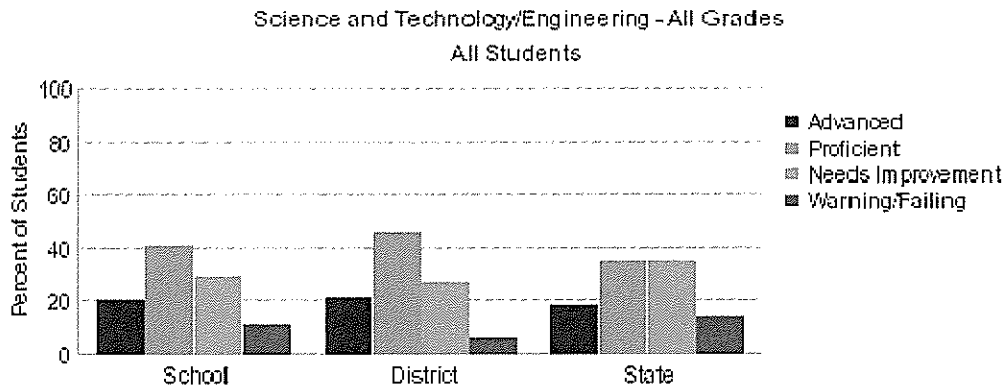
Submitted by Erik Githmark, Principal

### **Paxton Center School**

I would like to commend the PCS school community for all the hard work in supporting students and families as it pertains to MCAS. PCS performed very well at all levels grades 3-8. The faculty and staff at PCS are now looking at student scores, available test items, growth rates and curriculum items to analyze PCS performance and identify areas for growth. This is important work in moving our performance forward in the future.

#### **Paxton Center School MCAS Results By Grade Level**





Paxton Center School received an overall classification of “Not Requiring Assistance or Intervention” on the 2018 MCAS Assessment. Our accountability percentile was 55% and we were 15% - Partially meeting targets on “Progress Meeting Targets.”

A review of more detailed information indicates that Paxton Center School will need to focus on “High Needs,” “Economically Dis-advantaged” and “Students with Disabilities” for the upcoming year. In late August, staff members received preliminary MCAS data reports for their review. Faculty members received an overview of 2018 results individually by grade level and were given time at our September, October, and will be given time at our November professional development days to further review results and identify specific areas of strength and weakness. Staff members recently received “Early Warning Indicator System” (EWIS) reports via our newly developed Student Success Team (SST). These reports specify, by student, performance on key subgroup indicators. These reports are invaluable as they provide detailed information including the MCAS data, academic, attendance, and school histories of each student identified through the EWIS Early Warning report. Professional Development, Faculty meeting and Student Success Team time will be devoted to the regular review of these reports as well as Edwin Analytics reports to discuss student progress toward meeting goals established to help them demonstrate improvement. Each grade is currently in the process of developing action plans to implement during the 2018-2019 school year. Many of our teachers have made their personal evaluation goals connected to MCAS performance. We are also working closely with the WRSD Curriculum Supervisor to review EWIS reports and provide relevant information to our faculty to assist them in identifying areas of strength and weakness to implement best practice to prepare them and our students for success on the 2019 MCAS assessment.

Submitted by Shawn Rickan, Principal

### **Thomas Prince School**

Thomas Prince received an overall classification of *Not requiring assistance or intervention* on the 2018 MCAS. Our accountability percentile was 93 and we were 98% in our progress towards improvement targets. Thomas Prince earned 12 of 12 possible points on the *Achievement Indicator* which includes English language arts, math, and science. Looking at the *Growth* category, Thomas Prince School earned 3 out of 4 points in the *English language arts growth* category and 3 out of 4 possible points for *Mathematics growth* category. Additionally, TPS earned 4 of 4 possible points in the

**Chronic absenteeism** category indicating our students have overall good attendance. Digging deeper, we see that our students in grades six through eight performed better than our students in grades three through five.

#### Overall results

Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	67.5	8	8	67.5
Growth	English language arts growth	3	4	-	4	4	-
	Mathematics growth	3	4	-	4	4	-
	Growth total	6	8	22.5	8	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		9.9	10.3	-	7.6	7.6	-
Percentage of possible points		96%			100%		
Criterion-referenced target percentage		98%					
		Meeting targets					

Thomas Prince School will focus on **High Needs, Students in the Lowest Quartile**, and **Students with Disabilities** for the 2018-2019 academic year. When looking at our students in last year's grades three through five, we have a higher percentage of **High Needs** and **Students with Disabilities** in those classes.

This fall, teachers received preliminary raw MCAS data via Google files as well as hard copies of several reports available in Edwin Analytics. Teachers received a broad overview of schoolwide 2018 results at a Faculty Meeting on October 3<sup>rd</sup>. We proceeded to look closely at the individual students who make up our **High Needs, Students in the Lowest Quartile, and Students with Disabilities**. We have developed interventions as well as better internal data tracking systems to more closely monitor their academic progress. Additionally, teachers in grades one and two will be analyzing **Early Warning Indicator System (EWIS)** reports to help provide those primary grade teachers with more information when they are planning Response to Intervention (RtI) as well as other tiered supports.

Ongoing, faculty meeting and some half-day professional development time will be utilized to continue with data analysis, planning and monitoring interventions and adjusting those when necessary. We are also working closely with the Curriculum Coordinator to review our data and interventions.

Summary of Principals' Reports – November 2018  
Topic: *MCAS/Student Growth*

Subgroup results

High needs ▼

Progress toward improvement targets		High needs subgroup (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	2	4	-
	Mathematics achievement	0	4	-
	Science achievement	-	-	-
	<b>Achievement total</b>	<b>2</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	3	4	-
	Mathematics growth	3	4	-
	<b>Growth total</b>	<b>6</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	English language proficiency total	-	-	-
Additional indicators	Chronic absenteeism	4	4	-
	Advanced coursework completion	-	-	-
	<b>Additional indicators total</b>	<b>4</b>	<b>4</b>	<b>10.0</b>
Weighted total		3.1	7.6	-
Percentage of possible points		41%		
Criterion-referenced target percentage		41%		
		Partially meeting targets		
Subgroup percentile				
This group's overall performance relative to the performance of the same subgroup in schools administering similar assessments		84		

Subgroup results

Students with disabilities ▼

Progress toward improvement targets		Students with disabilities Subgroup (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-
	Mathematics achievement	3	4	-
	Science achievement	-	-	-
	<b>Achievement total</b>	<b>6</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	2	4	-
	Mathematics growth	3	4	-
	<b>Growth total</b>	<b>5</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	English language proficiency total	-	-	-
Additional indicators	Chronic absenteeism	4	4	-
	Advanced coursework completion	-	-	-
	<b>Additional indicators total</b>	<b>4</b>	<b>4</b>	<b>10.0</b>
Weighted total		5.6	7.6	-
Percentage of possible points		74%		
Criterion-referenced target percentage		74%		
		Partially meeting targets		
Subgroup percentile				
This group's overall performance relative to the performance of the same subgroup in schools administering similar assessments		94		

Submitted by Tammy Boyle, Principal

### **Central Tree Middle School**

CTMS received an overall classification of “Not requiring assistance or intervention” on the 2018 MCAS Assessment. Our accountability percentile was 72 and we were 33% - Partially meeting targets on “Progress meeting targets.”

When reviewing “Overall results,” CTMS earned 6 of 12 possible points in Achievement. Digging deeper into that category, CTMS earned 3 out of 4 possible points for “English Language Arts achievement,” 3 out of 4 points for “Mathematics achievement” and 0 out of 4 points for “Science achievement.” In the “Growth” category, CTMS earned 3 out of 4 points in the “English Language Arts growth” and 2 of 4 possible points for “Mathematics growth.”

A review of more detailed information indicates that CTMS will need to focus on “High Needs,” “Economically Disadvantaged” and “Students with Disabilities” for the upcoming year. In September, staff members received preliminary MCAS data reports that we printed and shared. The conversations regarding the MCAS data have started and will be ongoing during various faculty meetings and professional development days. We will be looking to identify specific areas of strength and weakness. We will be reviewing “Early Warning Indicator System” (EWIS) reports with staff. These reports specify, by student, performance on key subgroup indicators. These reports are invaluable because they provide detailed information including the MCAS data, academic, attendance, and school histories of each student identified through the EWIS Early Warning report. Faculty meeting time will be devoted to the regular review of these reports and to discuss student progress toward meeting goals established to help them demonstrate improvement.

6 <sup>th</sup> Grade ELA-	68 % were Exceeding or Meeting Expectations 32 % were Partially Meeting or Not Meeting Expectations Student Growth Percentile 54.8
6 <sup>th</sup> Grade Math-	65 % were Exceeding or Meeting Expectations 35 % were Partially Meeting or Not Meeting Expectations Student Growth Percentile 49.6
7 <sup>th</sup> Grade ELA-	63 % were Exceeding or Meeting Expectations 36 % were Partially Meeting or Not Meeting Expectations Student Growth Percentile 50.3
7 <sup>th</sup> Grade Math-	72 % were Exceeding or Meeting Expectations 28 % were Partially Meeting or Not Meeting Expectations Student Growth Percentile 46.1
8 <sup>th</sup> Grade ELA-	66 % were Exceeding or Meeting Expectations 35 % were Partially Meeting or Not Meeting Expectations Student Growth Percentile 59.5

8 <sup>th</sup> Grade Math-	67 % were Exceeding or Meeting Expectations 33 % were Partially Meeting or Not Meeting Expectations Student Growth Percentile 49.0
8 <sup>th</sup> Grade Science-	59 % were Advanced or Proficient 41 % were Needs Improvement or Warning
Submitted by David Cornacchioli, Principal	

### **Glenwood Elementary School**

Glenwood Elementary School is a school with dedicated teachers who work collaboratively to ensure that each student is given the opportunity to reach their academic potential. Teachers and administration have taken the months of September and October to analyze MCAS data, identifying our strengths and weaknesses. All grade level teams use MCAS results to help us make informed decisions about curricular and instructional change and to monitor the extent to which local curriculum is aligned with the state standards. We also use the test results of individual students to help determine which students need additional instructional opportunities. Each and every teacher reflected on past practice and began the process of setting a course of action for the upcoming year.

To address the needs of our students based on data analysis for the 2018-2019 school year, Glenwood Elementary School is implementing WINN (What I Need Now), which is an equitable multi-level system of response to intervention and instruction that provides services, practices, and resources to every learner based on academic needs. Glenwood's hope is to utilize high quality instruction, strategic use of data and collaboration among grade level teachers to offer supports at different levels of intensity to increase the knowledge, basic skills, and tools necessary for success in an elementary school and beyond. This includes not only our general education students, as well as our special education students, but also our gifted and talented students.

In order to implement WINN RTI we require a variety of supports:

- Time to meet and collaborate. Two hours every month will be devoted to all grade level teachers, general and special educators as well as Title I and ELL teachers to meet and analyze data, develop supports that are based on identified priority standards, and share successes. One hour of the second staff meeting will be used. The second hour will be covered by paraprofessionals during the school day.
- Development of a collaborative environment and a positive culture that will provide the support necessary to implement WINN.
- Teacher buy in and an understanding that one teacher cannot meet the needs of all learners.

The WINN program will address:

- The needs of students that are scoring in the 490 range. These children are just a few correct answers away from proficient. These students may have gaps in basic skills, problem solving skills or critical thinking skills.
- The needs of students on the Early Warning Indicator
- The needs of our Gifted and Talented students.



- Our High Needs students, such as ELL and students with disabilities.
- As well as our students who continue to demonstrate mastery of grade level skills.

One area of weakness that was identified by the grade level data teams are the scores of students with disabilities. 11% of students with disabilities scored meeting or exceeding the standards in ELA and 14% of students with disabilities scored meeting or exceeding the standards in math. Although this percentage includes students who take the MCAS ALT, our goal throughout the year will be to unpack these scores and identify areas that can be addressed in this school year for all students with disabilities. Our focus will be to ensure special educators are invited to be active participants in the WINN teams as well.

Areas identified as consistently improving student achievement are:

#### Math

- Eureka Math
- Daily Math Review and Quiz is used to inform instruction and identify the previously learned skills that have been mastered by students.
- Problem of the Week (NCTM) is used to develop the perseverance, stamina and critical thinking skills necessary to solve multi-step word problems in Math.

#### ELA

- Storyworks and Storyworks Jr. expose students to short interesting articles from all genres of literature. These engaging articles provide critical thinking questions that cause students to think deeply about the text. Storyworks is an all-inclusive text that reinforces all skills that students need to strengthen access grade level texts.
- The author of Empowering Writers has presented two professional development days to Glenwood teachers. Empowering Writers has been implemented at all grade levels with a focus on response to text.
- Using a rich vocabulary when working on ELA and writing.
- Using paired text

#### Technology

- STEMscopes is a computer-based, experiential science program that exposes students to nonfiction text, and claims, evidence, reasoning.
- Scootpad is an online program that assesses and develops basic skills in reading and math.
- Keyboarding without Tears for third grade and Typing Club for 5<sup>th</sup> and 4<sup>th</sup>.

#### Student Learning:

- Develop a Growth Mindset - students are taught to believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point.
- Give opportunities to work in cooperative groups.
- Encourage risk taking-Students are scared of taking a risk and making mistakes. Working with all grade level students to give them an understanding that mistakes are part of learning.

- Build perseverance, stamina and self-confidence

Submitted by Karen Cappucci, Principal

### **Naquag Elementary School**

Beginning in the fall of 2018, the District began assessing K - 2 students using Fountas and Pinnell BAS (Benchmark Assessment Systems) to determine students' independent and instructional reading levels. The BAS enables teachers to observe student reading behaviors 1:1, engage in comprehensive conversations that go beyond retelling, and make informed decisions that connect assessment to planning and instruction. The BAS is a new reading assessment tool for the District, grades K - 2. The District's BAS assessment guidelines and schedule:

Fall/Winter 2018: 11/18/18 - 1/7/19

Spring 2019: 5/20/19 - 6/6/19

During September and October 2018, Naquag teachers analyzed spring 2018 student data (First Grade - BAS; Second Grade - AIMSWEB and DRA) and additional teacher assessments to designate students that were performing under benchmark in reading.

First grade students were assessed using the BAS during spring 2018 (Kindergarten).

Using the spring 2018 BAS scores, students who were below grade-level benchmark were identified to complete additional assessments during September 2018. These first grade students were given additional assessments including: the BAS (Levels Independent/Instructional/Hard), Aimsweb LNF (Letter Naming Fluency), Aimsweb PSF (Phoneme Sounding Fluency) and Aimsweb NWF (Nonsense Word Fluency).

Second grade students were assessed during September 2018 using the BAS (Levels Independent/Instructional/Hard) and Aimsweb ORF (Oral Reading Fluency).

Student assessment data has been analyzed and discussed with the administrator during weekly noon grade team meetings, weekly Child Study Team (CST) meetings, bi-monthly grade-alike meetings, and monthly Response-To-Intervention (RTI) meetings. Teachers use assessment data to plan whole class and small group instructional lessons and interventions for lower and higher achieving students (Tier II interventions). Students below District "benchmarks/guidelines" are progress-monitored (PM) as deemed appropriate by the classroom teacher.

DIAL- 4 Kindergarten Screening:

Incoming Kindergarten students were screened using the Dial-4 Assessment of Learning in June 2018. Approximately 76 Kindergarten students were assessed September/October 2018. The Dial-4 provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores - Motor, Concepts, Language, Self-Help and Social Development. Percentile ranks and standard scores also are provided. This paper-pencil assessment is administered 1:1 to students.

Submitted by Dixie Estes, Principal

## **Chocksett Middle School**

### **ELA**

Our average score in ELA dropped by about 3.5 points from 2017 to 2018; however, our average score was still in the “Meeting Expectations” range and our average student growth score was about 46.5%. Our average ELA score in grade 5 dropped 3 points from 2017 to 2018 and the percentage of students scoring in the “Meeting or Exceeding Expectations” dropped by 9%. However the percentage of students scoring “Meeting or Exceeding Expectations” in 2018 5<sup>th</sup> grade increased by 3% from 2017 4<sup>th</sup> graders.

6<sup>th</sup> graders continue to perform well on the ELA portion of the assessment. While the average score declined by about 8 points from 2017 to 2018 the average score was still about a 511 and 72% of the students were “Meeting or Exceeding Expectations” as compared to just 50% across the state.

7<sup>th</sup> grade ELA results were outstanding. The average score was almost a 517 and almost 80% of students “Meeting or Exceeding Expectations.” The average student growth score was about a 60.

8<sup>th</sup> graders from Chocksett struggled on the ELA, Math, and Science Technology and Engineering (STE) assessments. The average score decreased by approximately 9 points from 2017 to 2018 and the percentage of students scoring “Meeting or Exceeding Expectations” decreased significantly.

### **Math**

8<sup>th</sup> grade math performance also decreased from 2017 to 2018. Average scores decreased by 3 points, as did the percentage of students scoring “Meeting or Exceeding Expectations.” However, it was the one assessment where our average score was below the “Meeting or Exceeding Expectations” and we performed almost equal to the state average.

7<sup>th</sup> grade math students performed extremely well on the assessment. Average scores increased by about 5 points and the percentage of students scoring “Meeting or Exceeding Expectations” increased by 8%. However, when compared to how they performed as 6<sup>th</sup> graders, average scores were equivalent and the percentage of students scoring “Meeting or Exceeding Expectations” decreased by 3%.

6<sup>th</sup> grade students performed well on the math assessment as well. Average scores decreased by about 5.5 points from 2017 to 2018; however, they increased by about 2 points from 2017 5<sup>th</sup> grader assessment to the 2018 6<sup>th</sup> grade assessment. 57% of our students scored “Meeting or Exceeding Expectations” on the 6<sup>th</sup> grade math assessment as opposed to 48% of the students across the state.

The average students' scores increased by 3 points from 2017 to 2018 on the 5<sup>th</sup> grade math assessment. The percentage of students scoring “Meeting or Exceeding Expectations” increased by 7% while the percentage scoring “Meeting or Exceeding Expectations” across the state remained flat.

## **STE**

The STE assessments students participated in in 2018 was the traditional MCAS, however it was completed on the computer. Scoring for this assessment remained consistent from previous years, with each school being assigned a composite performance index (CPI). While the test remained the traditional test it was the first year that solely new standards were assessed. We only assess students in grades 5 and 8 and each assessment is developed based on 3 years of standards.

The CPI in both 5<sup>th</sup> and 8<sup>th</sup> grade decreased, 5<sup>th</sup> grade CPI decreased by approximately 2 points and 8<sup>th</sup> grade decreased by approximately 10 points. The student's performance at both grades raised several questions for us as we examined results.

### **Strengths:**

Our 7<sup>th</sup> grade students performed extremely well on both the Math and ELA assessments. Students in 5<sup>th</sup> grade did well analyzing characters, 6<sup>th</sup> graders did well with vocabulary and integrating knowledge, 7<sup>th</sup> graders writing was very impressive, and 8<sup>th</sup> graders demonstrated strong analysis skills, especially with dialogue.

On the math assessment students in grade 5 demonstrated a solid understanding of measurement and data and performed well on questions that would previously have been categorized as open response questions. Students in grade 6 performed well on questions related to number systems, which has been a weakness in previous years. 7<sup>th</sup> graders performed well on open response type questions and questions related to number systems. Students in grades 7 and 8 performed well in statistics and probability.

On the STE assessment 5<sup>th</sup> graders performed well on open response questions and 8<sup>th</sup> graders demonstrated a strong grasp of the design process.

### **Areas of Concern:**

On the STE assessment students in both 5<sup>th</sup> and 8<sup>th</sup> grade struggled with questions related to weather. 5<sup>th</sup> graders did not perform as well as anticipated on questions related to Earth and Space, which has been a strength in the past. 8<sup>th</sup> graders continue to struggle with gravity. They also did not perform as well as anticipated on questions about systems of living things or open response questions.

In Math students in grade 6-8 did not perform well on questions where they had to solve equations. Students in grades 5, 7 and 8 were relatively weak in geometry. Students in grade 6 struggled with graphing and analyzing data from a table and students in grade 8 did not perform as well as expected on questions with exponents.

Areas of concern varied from grade to grade on the ELA assessment. Students in grade 5 did perform well on questions requiring a written response. Students in grade 6 did well on shorter written responses but did not score well on the longer essay. Students in grade 8 did not score well on one essay question that required them to respond to primary sources, and struggled to compare points of view.

## Plan

We continue to monitor and review how our curriculum and what we use for materials have impacted student performance. We continue to find opportunities to assess students online to help familiarize them with the MCAS testing setting. We have also begun discussing instructional practices that have been successful in some grades and how can we capitalize on them in other grades. In addition, we are looking forward to working with the District Literacy Coordinator, as we continue to analyze assessment data.

In math, the teachers found the professional development with Dr. Mahesh Sharma very helpful, providing ongoing support and time to discuss what was learned will be essential. Supplementing the Big Ideas and Eureka math programs with materials to challenge or support students is an ongoing discussion. We also need to incorporate time to help students who need remediation or a little extra time to understand concepts being taught.

Our students performed well on writing assignments in ELA both throughout the year and on the assessment with a few exceptions. In 6<sup>th</sup> grade, longer writing assignments are being incorporated in both Social Studies and Writing class, because our students did not score as well on the essay as expected. We are working with our 5<sup>th</sup> grade ELA and Social Studies teachers on aligning expectations and incorporating writing into instruction more frequently.

Submitted by Christopher LaBreck, Principal

## Houghton Elementary School

**Goal # 1 of our School Improvement Plan:** By the Spring of 2020 Houghton's ELA scores will show at least an 8% increase in the number of students scoring in the Advanced and Proficient range as compared to 2017 MCAS results.

**Interim Outcomes:** By the end of year #1 2017-2018 there will be a 2% increase in the number of students scoring in the Advanced & Proficient range on the 2018 MCAS as compared to the 2017 MCAS.

Terminology has changed for the New 2.0 MCAS for the above mentioned terms. They have been replaced with Exceeding Expectations and Meeting Expectations.

<u>2017</u>		<u>2018</u>	
<b>Grade 3 ELA</b>		<b>Grade 3 ELA</b>	
Exceeding Expectations:	11%	Exceeding Expectations	19% +8%
Meeting Expectations:	46%	Meeting Expectations	54% +8%
Total	57%	Total	73% + 16%

<u>2017</u> <b>Grade 4 ELA</b>		<u>2018</u> <b>Grade 4 ELA</b>	
Exceeding Expectations	13%	Exceeding Expectations	5%- 8%
Meeting Expectations	45%	Meeting Expectations	57% +12%
Total	58%	Total	62% +4%

**School Improvement Plan Goal # 1 : Interim Outcome for year #1 exceeded of 2% Growth in ELA for grades 3 and 4 combined for the 2018 MCAS**

Grade 3 ELA scores significantly above State and District average  
 Grade 4 ELA scores above State average and about the same as District average  
 Although Math was not included in Houghton's School Improvement Plan, a comparison of the above mentioned school years for our grades 3 and 4 is noted below:

<u>2017</u> <b>Grade 3 Math</b>		<u>2018</u> <b>Grade 3 Math</b>	
Exceeding Expectations	9%	Exceeding Expectations	24%+ 15%
Meeting Expectations	47%	Meeting Expectations	48% + 1%
Total	56%	Total	72% + 16%

<u>2017</u> <b>Grade 4 Math</b>		<u>2018</u> <b>Grade 4 Math</b>	
Exceeding Expectations	16%	Exceeding Expectations	3 % -15%
Meeting Expectations	52%	Meeting Expectations	49% - 4%
Total	68%	Total	52% - 16%

Grade 3 Math scores significantly above State & District average  
 Grade 4 Math scores above State average slightly below District average

**Growth %tiles for Grade 4 children from their Grade 3 year: shows**

**ELA 39: Mean Student Growth %tile:** Grade 4 Houghton shows 41% Exceeding or Meeting  
 In addition ELA student growth %tile: 37.5% of children showed Exceeding or Meeting of 50% growth

**Math 38 Mean Student Growth %tile** Grade 4 Houghton shows 51% Exceeding or Meeting  
 In addition Math student growth %tile 40% of children showed Exceeding or Meeting 50% growth.

### **General findings**

This was the first year of administering new test called MCAS 2.0

This was the first year that children in Grades 3 and 4 took MCAS on computers

Grade 4 tests are consistently more difficult than Grade 3 tests

Grade 3 scores in ELA were very good, anticipate further progress

Grade 3 scores in Math were very good, anticipate further progress

Grade 4 ELA scores anticipate further progress

Grade 4 Math scores anticipate further progress

October 25<sup>th</sup> PD with Grades 3 and 4 MCAS conducting an extensive review and further analysis including the groups addressing Essential Questions posed by Principal. Outcomes :

- Acknowledgments of challenges and shortcomings of using computers for MCAS
- Recognition of strengths and weaknesses on items for various standards
- Decision to pursue an Intervention for children and risk via the RTI process
- Expectation of more student use of computers prior to MCAS testing
- Expectation of improvement in item areas scoring below District Average.
- Expectation of increase in # of Grade 4 SGP >50% for 2019 MCAS
- Expectation of continued progress of meeting SIP Goal # 1 for ELA growth

Submitted by Tony Cipro, Principal

Upcoming Events – November/December 2018

**Early Childhood Center**

11/15/2018 - SIMCO meeting, 6:00-7:00 PM

**Davis Hill Elementary School**

11/1/2018 – SIMCO, 4:00 PM

11/9/2018 – Veterans' Day Concert, 9:20 AM

**Dawson Elementary School**

11/14/2018 – SIMCO Meeting, 4:00 -5:00 PM

12/19 & 20/2018 – Holiday Concerts, 10:00 AM & 2:00 PM

**Mayo Elementary School**

11/13/2018 – PTA meeting, 7:00 PM

11/16/2018 – PTA Family Bingo Night, 5:30 PM

12/13/2018 – Winter Concert for the school, Grades 3 – 5, 2:00 PM

12/14/2018 – Winter Concert for families, Grades 3 – 5, 10:00 AM

12/14/2018 – Winter Concert for families, Grades K – 2, 2:00 PM

**Mountview Middle School**

11/13/2018 – SIMCO meeting 5:30 PM

11/14/2018 – PTA meeting 7:00 PM

11/16/2018 – Coffee and Chat 9:00 AM

**Wachusett Regional High School**

11/2 & 3/ 2018 – “Almost Maine,” 7:30 PM

11/4/2018 – “Almost Maine,” 2:30 PM

11/8/2018 – Transition Presentation, 5:00 PM

11/10/2018 – Craft Fair, 9:00 – 3:00 PM

11/13/2018 – SIMCO Meeting, 6:00 PM

11/14/2018 – Booster Club Meeting, 7:00 PM

11/16/2018 – Hypnotist Show, 7:00 PM

11/22/2018 – Thanksgiving Day Football Game @ WRHS, 10:00 AM

**Paxton Center School**

**Thomas Prince School**

11/7/2018 – *CrisisGo* training

**Central Tree Middle School**

12/13, 14, 15/2018 – Seussical Jr. musical performances

**Glenwood Elementary School**

11/17/2018 – Craft Fair

12/20/2018 – Winter concert (snow date 12/21)



**Naquag Elementary School**

11/8/2018 – Veterans' Day Assembly, 10:00 AM

11/15/2018 – SIMCO, 4:00 PM

**Chocksett Middle School**

11/9/2018 – Turkey Trot

11/14/2018 – Fall Sports Awards Ceremony

11/20/2018- SIMCO Meeting

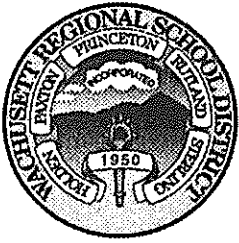
11/20/2018 – PTO Meeting

**Houghton Elementary School**

11/5/2018 – Community Reading day

11/13/2018 – PTO meeting, 7:00 PM

11/20/2018 – SIMCO meeting



# *Wachusett Regional School District*

*Holden, Paxton, Princeton, Rutland, Sterling*

October 16, 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 copy of a recently amended Wachusett Regional School District Committee policy:

**Policy Relating to Education**

P3895            English Language Learners

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](http://www.wrsd.net)).

DM:rlp  
Enc.

**POLICY RELATING TO EDUCATION****ENGLISH LANGUAGE LEARNERS**

The Wachusett Regional School District (WRSD) shall provide suitable research-based language instruction programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education (DESE) regulations and guidance.

The WRSD shall identify students whose dominant language may not be English through home language surveys that identify a primary home language other than English, observations, intake assessments, and recommendations of parents, teachers, and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

The WRSD shall certify to the Massachusetts DESE each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The WRSD shall provide additional information as required by the Massachusetts DESE to comply with federal law.

Legal Refs: PL114-95 Every Student Succeeds Act  
42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)  
603 CMR 14.00

First Reading: 10/20/03  
Second Reading: 10/27/03

Amendment First Reading: 9/17/18  
Amendment Second Reading: 10/15/18

WRSDC Policy 3895

## 3000. EDUCATIONAL

	3100. Organization
	3110. School Organization
	3111. Elementary Schools
	3112. Middle Schools
	3113. Senior High Schools
	3114. Magnet Schools
	3115. Alternative Schools
	3116. Feeder Patterns
	3118. Preschool Programs
	3120. School Reorganization
3/26/07	3130. Time on Learning
	3200. Schedule
	3210. School Year
	3211. Vacations and Holidays
	3212. Scheduled In-service Days
	3220. School Days
	3230. Emergencies
11/10/97	3231. Inclement Weather
5/9/95	3240. Ceremonies and Observances
	3300. Curriculum Content and Instructional Methods
	3310. Curriculum Content
3/12/18	3311. Course Organization, Curriculum, and Course Credit
4/9/18	3311.1. Graduation Requirements
	3311.11. Time Allocations and Credits
	3311.12. Competency Based Education Program
	3311.2. Elective
	3311.21. Time Allocations and Credits
	3311.3. Optional Courses
6/9/03	3311.31 Online Education Policy
	3312. Goals and Objectives
3/26/07	3313. Controversial Issues
3/26/07	3313.1. Parent Notification of Human Sexuality Issues
	3313.2. Religious Beliefs and Customs
10/24/94	3313.3. AIDS and Sexually Transmitted Diseases
3/26/07	3314. Ethics Policy
	3320. Instructional Methods
2/23/15	3321. Field Trips
2/23/15	3321.1. Field Trips Involving Late Night or Overnight Travel

### **3000. EDUCATIONAL (Continued)**

4/25/05		3321.2. Travel and Study Abroad
		3322. Educational Television and Radio
12/09/96		3323. Home Assignments
	3330.	District Curriculum Guides
		3331. World Languages
	3340.	Curriculum Development
3/26/07	3350.	Experimental and Innovative Programs
		3351. Computer Education
		3352. Educational Options
3/24/97	3360	Independent Learning
	3400.	Materials Equipment and Supplies
	3410.	Textbooks and Workbooks
		3411. Public Challenges of District
10/25/05	3420.	Instructional Materials
3/1/06		3421. Library/Media Services
	3430.	Other Equipment
	3431.	Audio-Visual Materials – <i>policy deleted 4/30/2012</i>
	3440.	Supplies
4/7/14	3450	Non-Discrimination of Educational Materials
	3500.	Arrangements
3/8/04	3510.	Class Size
	3520.	Grouping
	3600.	Support Services for Students
	3610.	Academic
		3611. Individual Needs
		3611.1. Remedial
		3611.2. Accelerated
		3611.3. Gifted
6/7/99		3611.4 Enrichment
	3612.	Tutoring
	3613.	Media Centers
	3614.	Learning Laboratories
	3620.	Mental and Emotional Health
4/26/99	3621.	Counseling and Career Guidance
3/9/98	3622.	Psychological Services
	3623.	Psychiatric Services
	3624.	Chemical Abuse
	3630.	Physical Health
	3700.	Student Production of Goods and Services
	3710.	Printing in School Shops

**3000. EDUCATIONAL (Continued)**

	3720. Vehicle Repair in School Shops
	3730. School Stores
	3800. Accommodations or Extensions of the Instructional Program
	3810. Special Educational Programs
4/27/98	3811. Special Needs
	3812. Gifted
	3812.1. Identification of Gifted Students
11/22/04	3813. Audio, Video and/or Stenographic Recordings of Meetings
11/10/09	3820. Observation of Education Programs for Special Needs Students
7/20/98	3830. Community Service
12/14/98	3840. Extracurricular Activities
	3841. Interscholastic Athletics
	3842. Intramural Activities
	3850. School Assemblies
	3860. Recreation
	3870. Summer School
4/27/98	3880. Individual or School Organization Program Initiatives
9/11/95	3890. Home School Education
10/15/18	3895. English Language Learners
5/23/95	3900. Program Evaluation
	3910. Testing
5/21/14	3911. Standardized Testing
	3912. Reporting
	3920. Accreditation

# Summary of the Conflict of Interest Law for Municipal Employees

Attachment 14  
November 2, 2018

This summary of the conflict of interest law, General Laws chapter 268A, is intended to help municipal employees understand how the 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 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 conflict of interest, and may in fact advance the public interest. The Commission has created exemptions permitting giving or 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 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 developer 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 and 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, 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 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"; selectmen 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 of interest 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

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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

MINUTES

*Business/Finance Subcommittee*

Tuesday, September 11, 2018  
7:00 PM

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

In Attendance: Michael Dennis, Chair, Charles Witkes, Vice-chair, Maleah Gustafson Linda Long-Bellil

Member Absent: Benjamin Mitchel

Administration: Darryll McCall, Daniel Deedy

Others: Heidi Lahey

I. Call to Order

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

II. Approval of Minutes of August 14, 2018

Prior to this meeting, Member Gustafson had suggested edits to the draft minutes, which had been incorporated into the *amended draft minutes*, for members review and approval.

Motion: To approve the amended minutes of the August 14, 2018 meeting of the Business/Finance Subcommittee.

(C. Witkes)

(M. Gustafson)

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

III. FY19 Budget

Director Deedy reviewed the FY19 budget from "50,000 feet," in terms of a general review of expenses. He reviewed the shortfalls, explaining that encumbrances occur during the year and then the negative balances are reduced through grants and other chargebacks. He discussed special education tuition and transportation. He also reviewed revenues from grants and Circuit Breaker. Chair Dennis asked a question about the unknowns in reference to costs associated with the District. Member Gustafson asked a question about the contracted services lines and if there are sufficient funds to cover. Chair Dennis mentioned that he would like Director Deedy to continue to report as he did at this meeting but to also look at areas in deficit, etc. and to keep the subcommittee informed.

IV. Update on FY18 Financial Audit

Director Deedy reported auditors from Melanson Heath have been on site and work on the District's FY18 audit is underway.

V. Regional Transportation Reimbursement

Director Deedy discussed his numerous conversations with Jay Sullivan of the Department of Elementary and Secondary Education (DESE) regarding regional transportation reimbursement. Director Deedy reported Mr. Sullivan will write a letter to Superintendent McCall, outlining information pertaining to the hold harmless/financial exposure for the District. Superintendent McCall reported on meetings he has had with local legislators (9/5/2018) and Member Town Administrators (9/10/2018), at which time he thoroughly reviewed the questions raised about regional transportation reimbursement and the expected plans moving forward. Conversation ensued concerning the costs associated with transportation. Member Long-Bellil asked if District administration could reach out to District Counsel for an opinion about the legality of the new methodology for calculating regional transportation reimbursement. Chair Dennis requested that audit reports and End-of-Year Reports for the past three years be provided to the subcommittee in advance of the next meeting of the Business/Finance Subcommittee.

VI. Draft Financial Calendar

VII. Draft FY20 Budget Calendar

Members had been provided with copies of a FY20 Budget Calendar and a School Department Financial Calendar, both prepared by Director Deedy (attachments 1 & 2). Member Gustafson asked about capital projects and the timeline for addressing these projects. Chair Dennis mentioned budget sustainability and said how we fold it into budgets over time. Chair Dennis asked for guidance from administration about how the District may add this into the budget process, planning over several years short-term and long-term needs.

VIII. Budget Roundtable with Member Towns

When Superintendent McCall and Director Deedy met with Member Town Administrators on September 10<sup>th</sup>, it was agreed this year's Budget Roundtable will be held November 8, 2018. The meeting will likely be held at the Holden Senior Center. As plans for this meeting develop, the subcommittee and the full School Committee will be kept apprised.

IX. Policy 4251 **Police Relating to Business/Finance Student Activity Fee Schedule**

Members were provided with a copy of Policy 4251, which was last amended in December 2017. Following brief discussion and review, it was agreed this policy will be taken off future agendas of this subcommittee.

X. Old Business

Director Deedy shared a report about encumbrances that had been questioned at the last meeting of this subcommittee. Director Deedy also discussed textbook expenditures and

encumbrances. Chair Dennis asked if District administration can address what can be done with a certain budget based upon our Textbook Plan.

XI. New Business

There was no new business brought before the subcommittee.

XII. Adjournment

Motion: To adjourn.

(L. Long-Bellil)  
(C. Witkes)

Vote:

*In favor:*

Michael Dennis  
Charles Witkes  
Maleah Gustafson  
Linda Long-Bellil

*Opposed:*

None

The motion passed unanimously.

The meeting adjourned at 8:40 PM.

Respectfully submitted,

Darryll McCall, Superintendent  
DM/rlp

Attachments:

- Attachment 1 – FY20 Budget Calendar
- Attachment 2 – School Department Financial Calendar



WACHUSETT REGIONAL SCHOOL DISTRICT

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

EDUCATION SUBCOMMITTEE

Monday, September 17, 2018

6:00 PM

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

Minutes

In Attendance: Robert Imber, Chair, Christina Smith, Vice-chair (6:07 PM), Anthony DiFonso, Rachel Dolan, Sarah LaMountain (6:31 PM), Linda Long-Bellil

Absent: Asima Silva

Administration: Robert Berlo

Others: Megan Keller, Jon Krol

I. Call to Order

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

II. Minutes of August 20, 2018 Meeting

Motion: To approve the minutes of the August 20, 2018 meeting of the Education Subcommittee.

(R. Dolan)  
(A. DiFonso)

The minutes were approved by consensus.

III. Amended Policy 3895 Policy Relating to Education Limited English Language Learners

6:07 PM Vice-chair Smith joined the meeting.

In advance of this meeting, members had been provided with copies of this amended policy, which had been reviewed by Attorney Bartulis. Deputy Superintendent Berlo reminded members of the importance of timely amending of this policy by the full School Committee, in preparation for the Coordinated Program Review scheduled in the near future. He noted that a first reading by the full School Committee is on the agenda for the regular meeting this date.

Motion: To forward Amended Policy 6122 *Policy Relating to Education Limited English Language Learners* to the full School Committee for a first reading.

(L. Long-Bellil)  
(R. Dolan)

Vote:

*In favor:*

Robert Imber  
Christina Smith  
Anthony DiFonso  
Rachel Dolan  
Linda Long-Bellil

*Opposed:*

None

The motion passed unanimously.

This amended policy will go to the full School Committee this date for a first reading.

IV. Draft Policy Language (MASC template)

- School-Parent/Guardian Relations Goals

The subcommittee reviewed the MASC model policy language and discussion ensued. Some minor edits were suggested. Members requested the draft policy, with minor edits, be shared with District Counsel for review.

Motion: To forward Draft Policy 6950 *Policy Relating to Pupil Services School-Parent/Guardian Relations Goal* to the full School Committee for a first reading, after review by District Counsel.

(R. Dolan  
(L. Long-Bellil)

Vote:

*In favor:*

Robert Imber  
Christina Smith  
Anthony DiFonso  
Rachel Dolan  
Linda Long-Bellil

*Opposed:*

None

The motion passed unanimously.

6:31 PM Member LaMounain joined the meeting.

V. Full-day Kindergarten Update

Deputy Superintendent Berlo provided members with a brief update on future implementation of free full-day kindergarten. He explained Superintendent McCall has discussed this at recent Management Subcommittee meetings and he has also had preliminary discussions about this, and school space availability, at meetings with Member Town administrators. Due to time constraints, Subcommittee Chair Imber asked that members' questions be held until the next meeting of the Education Subcommittee.

VI. Amended Policy 3323 *Policy Relating to Education Home Assignments*

Members had been provided with this amended policy. Discussion at this meeting deferred.

VII. Old Business

- Amended Policy Language (MASC template)
  - Nondiscrimination

Deferred

- Draft Amended Policy 3341 *Policy Relating to Education Curriculum Adoption*

Deferred

- Policy 3240 *Policy Relating to Education Ceremonies and Observances*

Deferred

VIII. New Business

There was no new business brought before the subcommittee.

IX. Adjournment

Motion: To adjourn.

(L. Long-Bellil)  
(R. Dolan)

Vote:

*In favor:*

Robert Imber  
Christina Smith  
Anthony DiFonso  
Rachel Dolan  
Sarah LaMountain  
Linda Long-Bellil

*Opposed:*

None

The motion passed unanimously.

Subcommittee Chair Imber reminded members of the next subcommittee meeting Monday, October 15, 2018, 6:00 PM.

The meeting adjourned at 7:00 PM.

Respectfully submitted,

Robert Berlo  
Deputy Superintendent  
RB:rlp

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

Monday, September 24, 2018

7:00 PM

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

Minutes

In Attendance: Thomas Curran, Chair, Michael Rivers, Vice-chair, Adam Young

Administration: Darryll McCall, Daniel Deedy

Others: Karen Cappucci, Stacey Duffy

I. Call to Order

Subcommittee Chair Curran called the meeting to order at 6:58 PM.

II. Minutes of July 23, 2018 Meeting

Motion: To approve the minutes of the July 23, 2018 meeting of the Facilities and Security Subcommittee.

(A. Young)  
(M. Rivers)

The minutes were approved unanimously.

III. Implementation of ALICE District-wide

Superintendent McCall and Principal Cappucci spoke about ALICE training, which three District administrators have already participated in and an additional eight administrators are scheduled to attend the train-the-trainer training the beginning of October. The group viewed a short portion of the ALICE online training that employees have been instructed to watch in its entirety. Superintendent McCall reported that many staff members viewed this online training during the September 20, 2018 professional development day, and Principal Cappucci reported on ALICE and school safety taking place in the Rutland schools.

IV. *CrisisGo*

Superintendent McCall gave a status report on rollout *CrisisGo*.

7:40 PM Principal Cappucci left the meeting.

V. School Resource Officer/Memorandum of Understanding

The draft Memorandum of Understanding was reviewed and discussed, along with the logistics (hiring, pay scale, etc.) for appointment of a School Resource Officer (SRO) (attachment 1). Superintendent McCall reported Holden Police Department officers will be taking SRO classes and it is anticipated one of the officers will serve as SRO at WRHS upon completion of this training.

VI. Traffic at WRHS, 1401 Main Street, Holden

Morning traffic entering and exiting the high school property was discussed, along with a general discussion about various safety issues.

VII. Holden Population Study

Briefly discussed.

VIII. Next Meeting

Tentatively scheduled for Monday, October 22, 2018, at 7:00 PM.

IX. New Business

Member Young again asked about adding cameras to other schools, a topic he raised at the July meeting of this subcommittee.

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

An executive session was not needed.

XI. Adjournment

Motion: To adjourn.

(M. Rivers)  
(A. Young)

The motion passed unanimously.

The meeting adjourned at 8:25 PM.

Respectfully submitted,

Daniel Deedy  
Director of Business and Finance

DM:rlp

Attachments:

- Draft MOU (attachment 1)

Memorandum of Understanding  
Between  
Wachusett Regional School District  
and  
Holden Police Department

This agreement (the “Agreement”) is made by and between the Wachusett Regional School District (WRSD) (the “District”) and the Holden Police Department (the “Police Department”) (collectively, the “Parties”). The Chief of Police of the Police Department (the “Chief”) and the Superintendent of the District (“the Superintendent”) are each a signatory to this Agreement. The provisions of this Agreement in **bold typeface** are specifically required by law under G.L. c. 71, § 37P.

**I. Purpose**

The purpose of this Agreement is to formalize and clarify the partnership between the District and the Police Department to implement a School Resource Officer (“SRO”) program (the “Program”) at Wachusett Regional High School (the “School”)] in order to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; facilitate appropriate information-sharing; and inform the Parties’ collaborative relationship to best serve the school community.

This memorandum is not intended to, does not, and may not be relied upon to create any rights, substantive or procedural, enforceable by any person in any civil or criminal matter.

**II. Mission Statement, Goals, and Objectives**

The mission of the Program is to support and foster the safe and healthy development of all students in the District through strategic and appropriate use of law enforcement resources and with the mutual understanding that school participation and completion is indispensable to achieving positive outcomes for youth and public safety.

The Parties are guided by the following goals and objectives (the “Goals and Objectives”):

- To foster a **safe and supportive** school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, and socioeconomic status;
- To promote a strong partnership and lines of communication between school and police personnel and clearly delineate their roles and responsibilities;
- To establish a framework for principled conversation and decision-making by school and police personnel regarding student misbehavior and students in need of services;
- To ensure that school personnel and SROs have clearly defined roles in responding to student misbehavior and that school administrators are responsible for code of conduct and routine disciplinary violations;



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Wachusett Regional School District  
and  
Holden Police Department

- To minimize the number of students unnecessarily out of the classroom, arrested at school, or court-involved;
- To encourage relationship-building by the SRO such that students and community members see the SRO as a facilitator of needed supports as well as a source of protection;
- To provide requirements and guidance for training including SRO training required by law and consistent with best practices, and training for school personnel as to when it is appropriate to request SRO intervention;
- To outline processes for initiatives that involve the SRO and school personnel, such as violence prevention and intervention and emergency management planning; and
- To offer presentations and programming to the school focusing on criminal justice issues, community and relationship building, and prevention, health, and safety topics.

### III. Structure and Governance

The Parties acknowledge the importance of clear structures and governance for the Program. The Parties agree that communicating these structures to the school community, including teachers and other school staff, students, and families, is important to the success of the Program.

#### A. Process for Selecting SRO

The Parties acknowledge that the selection of the SRO is a critical aspect of the Program and that it is important for the Parties and the school community to have a positive perception of and relationship with the SRO.

**In accordance with state law, the Chief shall assign an officer whom the Chief believes would foster an optimal learning environment and educational community and shall give preference to officers who demonstrate the requisite personality and character to work in a school environment with children and educators and who have received specialized training in child and adolescent cognitive development, de-escalation techniques, and alternatives to arrest and diversion strategies. The Chief shall work collaboratively with the Superintendent in identifying officers who meet these criteria and in selecting the officer who is ultimately assigned as the SRO. [Note: regional school districts should tailor this paragraph to specify how chiefs of different towns should work together, and with the Superintendent, to select the SRO].**

The Chief shall consider the following additional factors in the selection of the SRO:

- Proven experience working effectively with youth;
- Demonstrated ability to work successfully with a population that has a similar racial and ethnic makeup and language background as those prevalent in the student body, as well as with persons who have physical and mental disabilities;
- Demonstrated commitment to making students and school community members of all backgrounds feel welcomed and respected;

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Wachusett Regional School District  
and  
Holden Police Department

- Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem-solving, and community policing in a school setting;
- Knowledge of school-based legal issues (e.g., confidentiality, consent), and demonstrated commitment to protecting students' legal and civil rights;
- Knowledge of school safety planning and technology;
- Demonstrated commitment and ability to engage in outreach to the community;
- Knowledge of school and community resources;
- A record of good judgment and applied discretion, including an absence of validated complaints and lawsuits; and
- Public speaking and teaching skills.

In endeavoring to assign an SRO who is compatible with the school community, the Chief shall receive and consider input gathered by the Superintendent from the school principal and representative groups of teachers, parents, and students, in addition to the Superintendent. **In accordance with state law, the Chief shall not assign an SRO based solely on seniority.**

The Chief shall take into account actual or apparent conflicts of interest, including whether an officer is related to a current student at the school to which the officer may be assigned as an SRO. As part of the application process, officers who are candidates for an SRO position shall be required to notify the Chief about any relationships with current students or staff members or students or staff members who are expected to join the school community (e.g., children who are expected to attend the school in the coming years). Any SRO who has a familial or other relationship with a student or staff member that might constitute an actual or apparent conflict of interest shall be required to notify his or her appointing authority at the earliest opportunity. The Police Department shall determine the appropriate course of action, including whether to assign another officer to respond to a particular situation, and will advise the SRO and the District accordingly. Nothing in this paragraph is intended to limit the ability of the SRO to respond to emergency situations in District schools.

#### **B. Supervision of SRO and Chain of Command**

The SRO shall be a member of the Police Department and report directly to Holden Police Chief David Armstrong. The SRO shall be designated as a special employee of the District and shall report directly to Superintendent of Schools Darryll McCall. To ensure clear and consistent lines of communication, the SRO shall meet at least monthly with the principal and any other school officials identified in Section V.A. The SRO shall ensure that the principal remains aware of material interactions and information involving the SRO's work, including, but not limited to, arrests and searches of students' persons and property, consistent with Section V.D.

### C. Level and Type of Commitment from Police Department and School District

The salary and benefits of the SRO shall be covered by \_\_\_\_\_ [*insert which party is responsible, or the percentages each party is responsible for*]. The costs of the training required by this Agreement and any other training or professional development shall be paid by \_\_\_\_\_ [*insert which party is responsible, or the percentages each party is responsible for*].

[*Insert which party is responsible for any other foreseeable costs, or the percentages each party is responsible for.*]

The SRO will work out of office space at Wachusett Regional High School, 1401 Main Street, Holden, Massachusetts. This space dedicated to the SRO will be properly equipped with appropriate office furniture, access to technology, internet, and telephone, and will allow for private and confidential conversations when needed.

[*Insert a paragraph detailing what the District will make available to the SRO with respect to space and equipment, such as dedicated and secure office space for the SRO that allows the SRO to engage in confidential conversations, a desk, chairs, and access to any technology needs. Also specify what equipment the Police Department will provide.*]

### D. Integrating the SRO

The Parties acknowledge that proper integration of the SRO can help build trust, relationships, and strong communication among the SRO, students, and school personnel.

The District shall be responsible for ensuring that the SRO is formally introduced to the school community, including students, parents, and staff. The introduction shall include information about the SRO's background and experience, the SRO's role and responsibilities, what situations are appropriate for SRO involvement, and how the SRO and the school community can work together, including how and when the SRO is available for meetings and how and when the school community can submit questions, comments, and constructive feedback about the SRO's work. The introduction for parents shall include information on procedures for communicating with the SRO in languages other than English. The SRO shall also initiate communications with students and teachers to learn their perceptions regarding the climate of their school.

The SRO shall regularly be invited to and attend staff meetings, assemblies, and other school convenings. The SRO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues. If the District has access to a student rights training through a community partner or the District Attorney's Office, the school shall consider offering such a training to students, where practicable, at the start of each school year. The SRO shall make reasonable efforts to attend such training. The SRO shall not be utilized for support staffing, such as hall monitor, substitute teacher, or cafeteria duty.

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Wachusett Regional School District  
and  
Holden Police Department

The Parties acknowledge that the SRO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional concerns who have an individualized education program ("IEP") under the Individuals with Disabilities Education Act or a plan under Section 504 of the Rehabilitation Act ("504 Plan"). School personnel shall notify parents or guardians of such students of the opportunity to offer the SRO access to the portions of the IEP document or 504 Plan that address these accommodations or approaches. It is within the sole discretion of the parents or guardians to decide whether to permit the SRO to review such documents. If a parent or guardian provides such permission, the SRO shall make reasonable efforts to review the documents. Whenever possible, the school shall make available a staff member who can assist the SRO in understanding such documents.

The SRO shall participate in any District and school-based emergency management planning. The SRO shall also participate in the work of any school threat assessment team to the extent any information sharing is consistent with obligations imposed by the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g) (see further information in Section V).

#### **E. Complaint Resolution Process**

The Parties shall develop and implement a simple and objective complaint resolution system for all members of the school community to register concerns that may arise with respect to the SRO or the Program. The system shall comply with Police Department policies and shall provide for timely communication of the resolution of the complaint to the complainant. The system shall also allow parents and guardians to submit complaints in their preferred language and in a confidential manner that protects the identity of the complainant from the SRO consistent with the SRO's due process rights and any applicable employment protections.

All students, parents, guardians, teachers, and administrators shall be informed of the complaint resolution system and procedures at the beginning of each school year.

The Parties shall develop and implement a system that allows for the SRO and other Police Department officers to register concerns, including concerns about misconduct by teachers or administrators, that may arise with respect to the Program.

#### **F. Annual Review of the SRO and the SRO Program**

In accordance with state law, the Chief and the Superintendent shall annually review the performance of the SRO and the success and effectiveness of the Program in meeting the Goals and Objectives. The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

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Wachusett Regional School District  
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Holden Police Department

The Chief and Superintendent shall jointly develop and agree in advance on the metrics for measuring the SRO's performance and the success and effectiveness of the Program. The review shall include measures that reward the SRO's performance, subject to the terms of any applicable collective bargaining agreements, for compliance with the terms of this Agreement and the SRO's contributions to achieving the mission, purpose, goals, and objectives as set forth in Sections I and II. The review shall consider SRO efforts to prevent unnecessary student arrests, citations, court referrals, and other use of police authority. The review shall also assess the extent of the SRO's positive interactions with students, families, and staff and the SRO's participation in collaborative approaches to problem-solving, prevention, and de-escalation.

The Chief and Superintendent shall provide a mechanism for receiving feedback from the school community, including principal(s), teachers, students, and families of the school(s) to which the SRO is assigned. The Chief shall seriously consider any such feedback and shall make a good faith effort to address any concerns raised; however, the final selection and assignment of the SRO shall be within the sole discretion of the Chief. If the Superintendent recommends that the SRO not be assigned to a specific school, the Chief shall provide an explanation of any decision to maintain the SRO's assignment.

#### **IV. Roles and Responsibilities of the SRO and School Administrators and Staff in Student Misbehavior**

The Parties agree that school officials and the SRO play important and distinct roles in responding to student misbehavior to ensure school safety and promote a positive and supportive learning environment for all students.

**Under state law, the SRO shall not serve as a school disciplinarian, as an enforcer of school regulations, or in place of school-based mental health providers, and the SRO shall not use police powers to address traditional school discipline issues, including non-violent disruptive behavior.**

The principal or his or her designee shall be responsible for student code of conduct violations and routine disciplinary violations. The SRO shall be responsible for investigating and responding to criminal misconduct. The Parties acknowledge that many acts of student misbehavior that may contain all the necessary elements of a criminal offense are best handled through the school's disciplinary process. The SRO shall read and understand the student code of conduct for both the District and the school.

The principal (or his or her designee) and the SRO shall use their reasoned professional judgment and discretion to determine whether SRO involvement is appropriate for addressing student misbehavior. In such instances, the guiding principle is whether misbehavior rises to the level of criminal conduct that poses (1) real and substantial harm or threat of harm to the physical or psychological well-being of other students, school personnel, or members of the community or (2) real and substantial harm or threat of harm to the property of the school.

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In instances of student misbehavior that do not require a law enforcement response, the principal or his or her designee shall determine the appropriate disciplinary response. The principal or his or her designee should prioritize school- or community-based accountability programs and services, such as peer mediation, restorative justice, and mental health resources, whenever possible.

For student misbehavior that requires immediate intervention to maintain safety (whether or not the misbehavior involves criminal conduct), the SRO may act to deescalate the immediate situation and to protect the physical safety of members of the school community. To this end, school personnel may request the presence of the SRO when they have a reasonable fear for their safety or the safety of students or other personnel.

When the SRO or other Police Department employees have opened a criminal investigation, school personnel shall not interfere with such investigation or act as agents of law enforcement. To protect their roles as educators, school personnel shall only assist in a criminal investigation as witnesses or to otherwise share information consistent with Section V, except in cases of emergency. Nothing in this paragraph shall preclude the principal or his or her designee from undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

A student shall only be arrested on school property or at a school-related event as a last resort or when a warrant requires such an arrest. The principal or his or her designee shall be consulted prior to an arrest whenever practicable, and the student's parent or guardian shall be notified as soon as practicable after an arrest. In the event of an investigation by the SRO that leads to custodial questioning of a juvenile student, the SRO shall notify the student's parent or guardian in advance and offer them the opportunity to be present during the interview.

**In accordance with state law, the SRO shall not take enforcement action against students for Disturbing a School Assembly (G.L. c. 272, §40) or for Disorderly Conduct or Disturbing the Peace (G.L. c. 272, §53) within school buildings, on school grounds, or in the course of school-related events.**

It shall be the responsibility of the District to make teachers and other school staff aware of the distinct roles of school administration and SROs in addressing student misbehavior, consistent with this Section and this Agreement, as well as the Standard Operating Procedures accompanying this Agreement and described in Section VIII.

**V. Information Sharing Between SROs, School Administrators and Staff, and Other Stakeholders**

The Parties acknowledge the benefit of appropriate information sharing for improving the health and safety of students but also the importance of limits on the sharing of certain types of student information by school personnel. The Parties also acknowledge that there is a distinction between student information shared for law enforcement purposes and student information

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shared to support students and connect them with necessary mental health, community-based, and related services.

**A. Points of Contact for Sharing Student Information**

In order to facilitate prompt and clear communications, the Parties acknowledge that the principal (or his or her designee) and the SRO are the primary points of contact for sharing student information in accordance with this Agreement. The Parties also acknowledge that, in some instances, other school officials or Police Department employees may serve as key points of contact for sharing information. Such school officials and Police Department employees are identified below *[identify by title, not name]*:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Such Police Department employees are considered a part of the District's "Law Enforcement Unit" as defined in the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. §1232g).

**B. Compliance with FERPA and Other Confidentiality Requirements**

At all times, school officials must comply with FERPA. This federal statute permits disclosures of personally identifiable information about students contained in educational records ("Student PII"), without consent, only under specific circumstances.

When the District "has outsourced institutional services or functions" to the SRO consistent with 34 C.F.R. §99.31(a)(1)(i)(B) of FERPA, the SRO qualifies as a "school official" who can access, without consent, Student PII contained in education records about which the SRO has a "legitimate educational interest."

Consistent with 34 C.F.R. §§99.31(10) and 99.36 of FERPA, the SRO (or other Police Department employee identified in Section V.A.) may gain access, without consent, to Student PII contained in education records "in connection with an emergency if knowledge of the [Student PII] is necessary to protect the health or safety of the student or other individuals."

These are the *only* circumstances in which an SRO may gain access, without consent, to education records containing student PII (such as IEPs, disciplinary documentation created by a school, or work samples).

FERPA does not apply to communications or conversations about what school staff have observed or to information derived from sources other than education records.

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In addition to FERPA, the Parties agree to comply with all other state and federal laws and regulations regarding confidentiality, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and state student record regulations at 603 C.M.R. 23.00. The Parties agree to collect only that student information necessary and relevant to fulfilling their respective roles, to share such information with each other only where required or allowed under this Agreement, and not to share such information beyond the sharing contemplated in this Agreement unless required to be shared by state or federal law. The Parties shall not collect or share information on a student's immigration status except as required by law.

### **C. Information Sharing by School Personnel**

#### **1. For Law Enforcement Purposes**

Where the principal or his or her designee learns of misconduct by a student for which a law enforcement response may be appropriate (as described in Section IV), he or she should inform the SRO. If a teacher has information related to such misconduct, he or she may communicate this information directly to the SRO but should also communicate such information to the principal or his or her designee. The Parties agree that the sharing of such information shall not and should not necessarily require a law enforcement response on the part of the SRO but shall and should instead prompt a careful consideration of whether the misconduct is best addressed by law enforcement action, by a school disciplinary response, or by some combination of the two.

Notwithstanding the foregoing, if student information is obtained solely during a communication with school staff deemed privileged or confidential due to the staff member's professional licensure, such communication shall only be disclosed with proper consent or if the communication is subject to the limits and exceptions to confidentiality and is required to be disclosed (e.g., mandatory reporting, immediate threats of harm to self or others). Additionally, if such student information is gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders," such information shall only be disclosed pursuant to the requirements of G.L. c. 71, §97.

The Parties acknowledge that there may be circumstances in which parents consent to the disclosure of student information for law enforcement purposes (e.g., as part of a diversion program agreement) and that the sharing of information under such circumstances does not violate this Agreement.

The Parties also acknowledge that, from time to time, an emergency situation may arise that poses a real, substantial, and immediate threat to human safety or to property with the risk of substantial damage. School personnel having knowledge of any such emergency situation should immediately notify or cause to be notified both the Police Department (or the SRO if appropriate to facilitate a response) and the principal or his or her designee. This requirement is in addition to any procedures



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outlined in the school's student handbook, administrative manual, and/or School Committee policy manual.

Nothing in this section or this Agreement shall prevent the principal or his or her designee from reporting possible criminal conduct by a person who is not a student.

## **2. For Non-Law Enforcement Purposes**

Based on their integration as part of the school community, SROs may periodically require access to student information for purposes that fall outside of the SRO's law enforcement role outlined in Section IV.

Student PII received by the SRO (or other Police Department employee identified in Section V.A.) that is not related to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student but may be used to connect a student or family with services or other supports. Prior to such a disclosure, whenever possible, the principal or his or her designee shall notify the parent, the student, or both, when such information will be shared with the SRO.

### **D. Information Sharing by the SRO**

Subject to applicable statutes and regulations governing confidentiality, the SRO shall inform the principal or his or her designee of any arrest of a student, the issuance of a criminal or delinquency complaint application against a student, or a student's voluntary participation in any diversion or restorative justice program if:

- The activity involves criminal conduct that poses a (present or future) threat of harm to the physical or psychological well-being of the student, other students or school personnel, or to school property;
- The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., because of the Police Department's involvement with a student's family, the student may need or benefit from supportive services in school); or
- The activity involves actual or possible truancy.

The SRO shall provide such information whether the activity takes place in or out of school, consistent with the requirements of G.L. c. 12, § 32 (Community Based Justice information-sharing programs) and G.L. c. 71, § 37H (setting forth potential disciplinary consequences for violations of criminal law).

When the SRO observes or learns of student misconduct in school for which a law enforcement response is appropriate (as described in Section IV), the SRO shall convey to the principal or his or her designee as soon as reasonably possible the fact of that misconduct and the nature of the intended law enforcement response, and when the SRO observes or learns of student misconduct that does not merit a law enforcement response,

but that appears to violate school rules, the SRO shall report the misconduct whenever such reporting would be required for school personnel.

## **VI. Data Collection and Reporting**

**In accordance with state law, the SRO and school administrators shall work together to ensure the proper collection and reporting of data on school-based arrests, citations, and court referrals of students, consistent with regulations promulgated by the Department of Elementary and Secondary Education.**

*[NOTE: You might consider tracking other data, such as number and types of crimes committed at schools, substantiated complaints related to the SRO or the Program, types of community-building activities carried out by the SRO, and number of counseling, mentoring, and related activities by the SRO. Consider measures that will help the Chief, Superintendent, and school community evaluate the performance of the SRO and the success and effectiveness of the SRO program.]*

## **VII. SRO Training**

**In accordance with state law, the SRO shall receive ongoing professional development in:**

- (1) child and adolescent development,**
- (2) conflict resolution, and**
- (3) diversion strategies.**

Additional areas for continuing professional development may include, but are not limited to:

- Restorative practices
- Implicit bias and disproportionality in school-based arrests based on race and disability
- Cultural competency in religious practices, clothing preferences, identity, and other areas
- Mental health protocols and trauma-informed care
- De-escalation skills and positive behavior interventions and supports
- Training in proper policies, procedures, and techniques for the use of restraint
- Teen dating violence and healthy teen relationships
- Understanding and protecting civil rights in schools
- Special education law
- Student privacy protections and laws governing the release of student information
- School-specific approaches to topics like bullying prevention, cyber safety, emergency management and crisis response, threat assessment, and social-emotional learning

The SRO shall also receive certified basic SRO training on how to mentor and counsel students, work collaboratively with administrators and staff, adhere to ethical standards around interactions with students and others, manage time in a school environment, and comply with juvenile justice and privacy laws, to the extent that such training is available.

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The SRO shall attend a minimum of \_\_\_\_\_ [*identify number of hour*] hours of training per year.  
[*The recommended minimum above time spent in certified basic SRO training is 12 hours.*]

Where practicable, the District shall also encourage school administrators working with SROs to undergo training alongside SROs to enhance their understanding of the SRO's role and the issues encountered by the SRO.

### **VIII. Accompanying Standard Operating Procedures**

**This Agreement shall be accompanied by Standing Operating Procedures that shall be consistent with this Agreement and shall include, at a minimum, provisions detailing:**

- **The SRO uniform** and any other ways of identifying as a police officer;
- Duty hours and scheduling for the SRO;
- **Use of police force, arrest, citation, and court referral on school property;**
- **A statement and description of students' legal rights, including the process for searching and questioning students and when parents and administrators must be notified and present;**
- **The chain of command, including delineating to whom the SRO reports, how often the SRO meets with the principal or his or her designee, and how school administrators and the SRO work together, as well as what procedure will be followed when there is a disagreement between the administrator and the SRO;**
- Protocols for SROs when school administrators, teachers, or other school personnel call upon them to intervene in situations beyond the role prescribed for them in Section IV;
- **Performance evaluation standards, which shall incorporate monitoring compliance with this Agreement and use of arrest, citation, and police force in school;**
- **Protocols for diverting and referring at-risk students to school- and community-based supports and providers; and**
- Clear guidelines on confidentiality and information sharing between the SRO, school staff, and parents or guardians.

### **IX. Effective Date, Duration, and Modification of Agreement**

This Agreement shall be effective as of the date of signing.

This Agreement shall be reviewed annually prior to the start of the school year. This Agreement remains in full force and effect until amended or until such time as either of the Parties withdraws from this Agreement by delivering written notification to the other Party.

Upon execution of this Agreement by the Parties, a copy of the Agreement shall be placed on file in the offices of the Chief and the Superintendent. The Parties shall also share copies of this Agreement with the SRO, any principals in schools where the SRO will work, and any other individuals whom they deem relevant or who request it.

Between  
Wachusett Regional School District  
and  
Holden Police Department

\_\_\_\_\_  
Name:  
Superintendent of Schools  
Date: \_\_\_\_\_, 2018

\_\_\_\_\_  
Name:  
Chief of Police  
Date: \_\_\_\_\_, 2018

DRAFT

**WACHUSETT REGIONAL SCHOOL DISTRICT**

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

**MINUTES**

***Business/Finance Subcommittee***

Monday, October 15, 2018  
6:00 PM

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

In Attendance: Charles Witkes, Vice-chair, Maleah Gustafson Linda Long-Bellil,  
Benjamin Mitchel

Member Absent: Michael Dennis, Chair

Administration: Darryll McCall, Daniel Deedy

I. Call to Order

Subcommittee Vice-chair Witkes called the meeting to order at 6:03 PM.

II. Approval of Minutes of September 11, 2018

Motion: To approve the minutes of the September 11, 2018 meeting of the Business/Finance Subcommittee.

(L. Long-Bellil)  
(B. Mitchel)

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

III. FY19 Budget

Director Deedy reviewed the FY19 budget report. Discussion ensued covering Director Deedy's Report to the Superintendent, including reporting back on out-of-district tuitions. Director Deedy also reviewed the various Revolving funds.

IV. Regional Transportation Reimbursement

Director Deedy reviewed his analysis of the Regional Transportation Reimbursement for FY18 and FY19. Discussion ensued around the different percentages associated with reimbursement and other information/numbers in connection with this reimbursement.

V. FY17, FY16, FY15 Audit Reports and End-of-Year Reports

Members had been provided, in a folder in Drive, with copies of End-of-Year Reports for FY17, FY16, and FY15.

VI. Approval of Draft FY20 Budget Calendar

Deferred

VII. Budget Roundtable with Member Towns

This now annual meeting will be held Thursday, November 8, 2018, 6:30 PM, at the Holden Senior Center.

VIII. Old Business

There was no old business brought before the subcommittee.

IX. New Business

There was no new business brought before the subcommittee.

X. Adjournment

Motion: To adjourn.

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

Vote:

*In favor:*

Charles Witkes  
Maleah Gustafson  
Linda Long-Bellil  
Benjamin Mitchel

*Opposed:*

None

The motion passed unanimously.

The meeting adjourned at 6:58 PM.

Respectfully submitted,

Darryll McCall, Superintendent  
DM/rtp

*WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE*

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

October 16, 2018

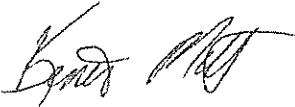
Mr. Ralph Carlson  
138 Meadow Wood Drive  
Holden, MA 01520

Dear Mr. Carlson:

At last evening's meeting of the WRSDC, we unanimously and gratefully voted to accept your generous donation of a Baldwin piano with bench, along with sheet music, to the Dawson Elementary School in Holden. We heard of your family's long connection with Dawson Elementary School, so that school being the piano's new home is fitting.

Thank you for thinking of the District and I wish you the best with your move to Worcester.

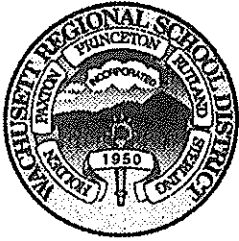
Sincerely yours,



Kenneth Mills, Chair  
Wachusett Regional School District Committee

cc: Wachusett Regional School District Committee  
Darryll McCall, Superintendent of Schools  
Melissa Wallace, Principal, Dawson Elementary School  
Daniel Deedy, Director of Business and Finance

KM:rlp



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

Superintendent's Correspondence  
Attachment 1  
November 2, 2018

October 17, 2018

Mr. Ralph Carlson  
138 Meadow Wood Drive  
Holden, MA 01520

Dear Mr. Carlson:

On behalf of the Wachusett Regional School District, please accept my thanks for your generous donation of a Baldwin piano and bench to the Dawson Elementary School in Holden. This piano will be well enjoyed by the Dawson community and your generosity is much appreciated.

At Monday evening's meeting of the Wachusett Regional School District Committee, the School Committee accepted this generous donation, valued at \$1,000.

Thank you for thinking of the Wachusett District and making this donation.

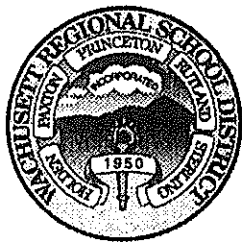
Sincerely,

Darryll McCall, Ed.D.  
Superintendent of Schools

cc: Wachusett Regional School District Committee  
Melissa Wallace, Principal, Dawson Elementary School  
Daniel Deedy, Director of Business and Finance

DM:rlp





# *Wachusett Regional School District*

*Holden, Paxton, Princeton, Rutland, Sterling*

October 22, 2018

Mr. Richard Lane, Chair  
Sterling Selectboard  
Town of Sterling  
One Park Street  
Sterling, MA 01564

Dear Mr. Lane:

I am reaching out to the Sterling Selectboard seeking confirmation that the Town of Sterling is planning to hold the 2020 annual town election on Monday, May 11, 2020, which would be the same date the other four towns hold local elections. If Sterling agrees to this, schools would not be in session for the day on May 11, 2020 in order for those schools used as polling sites to be free of students. For the past many years, the five Member Towns have held local elections on the same date and we are hoping the same will be true for 2020. The District is in the process of developing the 2019-2020 school calendar, which is the reason we are asking about an election date that will be held more than a year and a half from now. Consideration of this question by the Sterling Selectboard will be appreciated and helpful as we work to finalize the school calendar for next school year.

If you have any questions or if there is anything additional you need, please feel free to contact me.

Thank you for your consideration of this request.

Sincerely,

Darryll McCall, Ed.D.  
Superintendent of Schools

cc: Ross Perry, Town Administrator  
Barbara Bartlett, Sterling Town Clerk  
Kama Jayne, Executive Assistant  
Wachusett Regional School District Committee

DM:rlp

To: Wachusett Regional School District Finance Committee

From: James J. Dunbar, Treasurer

Date: October 19, 2018

Subject: Treasurer's Update – August 2018

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I have reviewed the bank statements, bank reconciliations, and reconciling items for the month ending July 31, 2018 and feel that Treasurers cash is accurately stated.

1. The July 31, 2018 bank balances are as shown on the attached sheet.
2. The warrants funded during the month of July 2018 were as follows:

<u>Date</u>	<u>Description</u>	<u>Amount</u>
8/7	Warrant #3	\$ 1,372,194.15
8/10	Payroll Warrant	1,521,443.85
8/10	Payroll Warrant	4,855.55
8/20	Warrant #4	2,163,775.53
8/24	Payroll Warrant	1,822,833.26
8/29	Warrant #5	91,928.53

Our excess general funds are currently earning the following rates:

Commerce Bank	0.50%
Avidia Bank	0.15%

**CASH RECONCILIATION OF CASHBOOK TO GENERAL LEDGER**  
**August 31, 2018**

Bank	Account #	Fund	Description	Cashbook 8/31/2018
<b>CHECKING</b>				
Eastern Bank	-7310	001	Payables reconciliation-clearing	367.32
Berkshire Bank	-4534	001	Depository Account	1,068,995.14
Eastern Bank	-0264	001	Payroll Reconciliation	98.09
Fidelity Bank	-1451	050	checking - Paxton	2,514.63
Leominster Credit Union	-8861	050	checking - Mountview	2,550.00
Leominster Credit Union	-8832	050	checking - Dawson	100.00
Leominster Credit Union	-8845	050	checking - Mayo	2,500.00
Leominster Credit Union	-0244	050	checking - Sterling	2,500.00
Fidelity Bank	-1444	050	checking - Thomas Prince	2,516.03
Leominster Credit Union	-8858	050	checking - Davis Hill	2,500.00
Cornerstone Bank	-9626	050	checking - Naquag	2,286.47
Cornerstone Bank	-9618	050	checking - Central Tree	2,500.00
Cornerstone Bank	-9551	050	checking - Glenwood	500.00
Leominster Credit Union	-1024	050	WRHS student activity checking	3,324.93
<b>TOTAL CHECKING</b>				<b>1,093,252.61</b>
<b>MONEY MARKET</b>				
Berkshire Bank	-2960	022	Cafeteria revolving - Sterling	14,384.80
Leominster Credit Union	-1029	050	WRHS Student Activity Revolving	215,171.94
Berkshire Bank	-3002	023	Middle School Athletic Revolving	127,306.76
TD Banknorth, NA	-1032	001	General Fund	26,699.70
Eastern Bank	-0363	001	General Fund	11,498,677.39
Eastern Bank Debit Card	-6672	001	General Fund	533.63
Eastern Bank Tuition	-7357	001	General Fund	215,851.39
Enterprise Bank	-3225	001	General Fund	39,719.89
Avdila Bank	-8701	001	General Fund	33,122.74
MMMT	-4707	001	Money Market	6,076.78
<b>TOTAL MONEY MARKET</b>				<b>12,177,545.02</b>
<b>SAVINGS</b>				
Cornerstone Bank	-0132	022	Cafeteria revolving - Naquag	4,662.17
Cornerstone Bank	-0140	022	Cafeteria revolving - CTMS	13,199.22
Cornerstone Bank	-1230	022	Cafeteria revolving - Glenwood	8,836.97
Cornerstone Bank	-3092	022	Student Activity - CTMS	15,879.70
Cornerstone Bank	-9535	022	Student Activity - Glenwood	14,552.57
Cornerstone Bank	-3117	022	Student Activity - Naquag	919.54
Fidelity Bank	-1908	022	Cafeteria revolving - Princeton	5,125.01
Fidelity Bank	-6479	022	Cafeteria revolving - Paxton	9,512.16
Berkshire Bank	-4569	022	Cafeteria revolving - Dawson	9,293.64
Berkshire Bank	-2944	022	Cafeteria revolving - Davis Hill	8,649.71
Berkshire Bank	-4550	022	Cafeteria revolving - Mayo	8,454.80
Berkshire Bank	-2952	022	Cafeteria revolving - Mountview	29,824.65
Berkshire Bank	-4542	022	Cafeteria revolving - WRHS	276,213.47
Berkshire Bank	-2979	029	Adult Education	71.75
Fidelity Bank	-0736	050	Student Activity Depository	34,202.96
Leominster Credit Union	-6025	050	Student Activity Revolving	119,135.45
Berkshire Bank	-2987	023	Athletic revolving	87,225.25
Berkshire Bank	-2995	023	Athletic transportation	64,480.20
<b>TOTAL SAVINGS</b>				<b>710,239.22</b>
<b>CDs (Investments)</b>				
Leominster Credit Union		60	Atlas	10,794.03
Leominster Credit Union		60	Bailey	2,133.11
Leominster Credit Union		60	Bradshaw	14,465.92
Leominster Credit Union		60	D'Errico	3,506.66
Leominster Credit Union		60	Finocchio	8,084.05
Leominster Credit Union		60	Fitzgerald	9,229.86
Leominster Credit Union		60	Green	6,761.65
Leominster Credit Union		60	Griffin	18,662.07
Leominster Credit Union		60	Hayman	3,236.55
Leominster Credit Union		60	Hewson	13,486.66
Leominster Credit Union		60	Lionett	8,141.24
Leominster Credit Union		60	Ljungberg	2,184.75
Leominster Credit Union		60	Naroian	10,900.31
Leominster Credit Union		60	Shallale	4,738.20
Leominster Credit Union		60	Tarkiainen	7,414.18
Leominster Credit Union		60	Thibodeau	4,525.04
Leominster Credit Union		60	Wachusett #2	59,704.90
Leominster Credit Union		60	Wesley	6,058.83
Leominster Credit Union		60	White	1,173.61
<b>TOTAL CDs</b>				<b>195,201.62</b>
<b>OPEB</b>				
Bartholomew and Company	-3593	70	OPEB	10,179.02
<b>TOTAL OPEB</b>				<b>10,179.02</b>
<b>TOTAL</b>				<b>14,186,417.49</b>
Davis Hill SA Deposit in Transit				1,260.00
Athletic Paypal Deposit in Transit				5,212.23
<b>Adjusted Cashbook</b>				<b>14,192,889.72</b>
<b>General Ledger</b>				<b>14,192,889.72</b>
<b>Variance</b>				<b>0.00</b>
<b>General Fund Total</b>				<b>12,890,142.07</b>



## *Wachusett Regional School District*

*Holden, Paxton, Princeton, Rutland, Sterling*

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

From: Robert Berlo, Deputy Superintendent

Date: November 1, 2018

Re: Deputy Superintendent's Report

### **Update on the District Professional Development**

This month my report will update members on feedback from staff, administration, and the community with respect to what they would like to see our professional development offerings focus on. This work is in preparation for developing our 2018-19 Professional Development Plan.

The feedback detailed below will be used to develop our 2018-19 priority areas for professional development. We will identify five final priority focus areas to use our professional development funds to support. Top ranking areas (in bold below), will be give more weight than lower scoring focus areas.

It is anticipated that the new plan will be posted to the website by mid-November. This year, a joint WREA-Admin committee is meeting monthly to review PD offerings as well as this survey data.

It should be noted that most of the PD funds used to support this plan come from grants.

### **Top Ranking Areas for Training from our Staff Survey**

Rank	Area of Focus
1	<b>Content Specific Training (a priority with 66% of respondents)</b>
2	<b>Social/Emotional Learning (43.4%)</b>
3	<b>Teaching Gifted and Talented Students (42.6%)</b>
4	<b>Differentiating Instruction (41.8%)</b>
5	<b>Integrating Technology Into Instruction (41%)</b>
6	Effective Instructional Strategies (34.4%)
7	Teaching Students with Disabilities (32%)
8	Evaluating Student Work (28%)
9	Utilizing Varied Reading Strategies (25%)
10	Using Data to Drive Instructional Decisions (21%)

### Top Ranking Areas for Training from our Administration Survey

Rank	Area of Focus
1	Integrating Technology into Instruction (a priority with 65% of respondents)
2	Social/Emotional Learning (59%)
3	Effective Instructional Strategies (42%)
3	Variety of Assessments (42%)
3	Teacher Collaboration/PLC's (42%)
3	Observation Feedback (42%)
3	Looking at Data (42%)
8	Differentiating Instruction (39%)
8	Budget Development (39%)
8	Difficult Conversations (39%)

### Top Ranking Areas for the Strategic Plan Focus Groups

Rank	Area of Focus
1	Aligned K-12 curriculum (identified by 11 focus groups)
2	Technology integration (identified by 10 focus groups)
3	Instructional Practices (identified by 5 focus groups)
4	Collaboratively examining student work (identified by 3 focus groups)
5	Managing adult workload and stress (2 focus groups)
6	Student stress (1 focus group)
6	SPED (1 focus group)
6	ELL (1 focus group)
6	Evaluation Process (1 focus group)
6	Co-teaching (1 focus group)
6	Early Intervention (Response to Intervention) (1 focus group)



Attachment B  
November 2, 2018



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

TO: Darryll McCall, Superintendent of Schools

FROM: Daniel Deedy, Director of Business and Finance

RE: October 2018 Monthly Report

DATE: October 30, 2018

Attached please find my monthly report through October 26, 2018. A majority of this information was shared with Business and Finance Subcommittee on Monday, October 29, 2018. I've noted in my report follow-up activity per Monday evening's meeting.

Attachments

**Jefferson School**  
1745 Main Street  
Jefferson, MA 01522  
Telephone: (508) 829-1670 Facsimile: (508) 829-1679  
[www.wrsd.net](http://www.wrsd.net)

Monthly Report  
October 30, 2018  
*Executive Summary*

**1. FY19 Budget:**

Attached are several budget reports for FY19. The FY19 Expense Budget report reflects an available balance of \$821,229.17. See page 3. The Business Office has begun to re-classify tuitions from the General Fund to the FY19 IDEA grant (240 grant) and FY19 Circuit Breaker Revolving Fund. Also, health insurance costs are similarly being re-classed from the General Fund to the School Choice Revolving Fund. I've also included a Revenue Report for both FY19 and FY18 for period 3 to show a comparison of Revenue from this same period last year. See page 4 and page 5.

**2. FY19 Revolving and Fiduciary Funds:**

Attached is a copy of the FY19 Revolving and Fiduciary Funds through September 2018. The District's initial Circuit Breaker payment for FY19 of \$651,057 was released by the DESE on September 28, 2018 per the DESE website. The District received this cash and has re-classified a portion of tuition expenditures to the Revolving Account. That activity will be represented in next month's report. See page 8.

**3. Tuition-free, Full-Day Kindergarten Proposal:**

As part of the process of implementing full day kindergarten in the 2019-2020 school year, I participated in a conference call with Williams Scotsman, a vendor who sells modular buildings. I worked with them in a previous district which was the reason for my outreach to them. I am hopeful to have a proposal on estimated costs by the close of business on October 30 or October 31 which will greatly assist with the planning and discussions of this activity.

**4. Proposed Price Changes for School Lunch in FY20:**

Margaret Barton, Food Service Director, is requesting initiating price increases for breakfast and lunch. Attached is a copy of pricing from several neighboring districts and memo from the Office for Food and Nutrition programs. Per the Business and Finance Subcommittee Meeting on Monday, October 29, 2018, I will be working with Mrs. Barton to prepare a detailed analysis of the program prior to any further action. See page 9 through page 11.

**5. FY20 Budget Calendar:**

Attached is a copy of the FY20 budget calendar presented to and supported by Business and Finance Subcommittee Committee on October 29, 2018. See page 12.

**6. Treasurer's Report:** Attached is a copy of Treasurer Dunbar's report for the period ending August 2018. See page 13 through page 16.

**7. FY20 Budget Roundtable with Member Towns:**

This year's Roundtable discussion, my first, will be held on Thursday, November 8, 2018, 6:30 PM, Holden Senior Center.

**8. MASBO Mentorship Program:**

I had my initial on-site meeting with my student on Wednesday, October 24, 2018 here in the district offices. We are working on identifying a project which will be part of her 300 hours. In the interim, I'm scheduling a meeting at her request with a colleague who participated in the Foundation Budget Review Commission to assist and support her course of study relative to the Foundation Budget.





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Wachusett Regional School District  
FY19 BUDGET REPORT TOTALS ONLY 10.26.18

P 1  
glytdbud

FOR 2019 99

	ORIGINAL APPROP	TRANSFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
1 SALARIES & STIPENDS	59,582,718	0	59,582,718	11,035,327.94	47,656,957.79	890,432.35	98.5%
2 BENEFITS & INSURANCE	14,566,115	0	14,566,115	7,587,366.98	7,198,618.43	-219,870.41	101.5%
3 INSTRUCTIONAL SUPPORT	3,089,977	-150	3,089,827	1,483,083.92	1,083,932.97	522,810.26	83.1%
4 OPERATIONS & MAINTENANCE	3,474,472	0	3,474,472	774,294.49	2,418,031.14	282,146.14	91.9%
5 PUPIL SERVICES	63,035	150	63,185	25,640.70	14,936.73	22,607.57	64.2%
6 SPECIAL ED TUITIONS	2,913,244	0	2,913,244	713,695.90	3,689,688.13	-1,490,140.03	151.2%
7 OTHER OPERATING COSTS	1,205,101	0	1,205,101	280,901.00	.00	924,200.00	23.3%
8 TRANSPORTATION	6,840,933	0	6,840,933	1,283,142.22	5,663,797.36	-106,006.58	101.5%
9 DEBT SERVICE	2,473,856	0	2,473,856	802,928.13	1,675,878.00	-4,950.13	100.2%
GRAND TOTAL	94,209,451	0	94,209,451	23,986,381.28	69,401,840.55	821,229.17	99.1%

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



10/26/2018 09:54  
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Wachusett Regional School District  
FY19 REVENUE BUDGET REPORT TOTALS 10.26

P 1  
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FOR 2019 03

	ORIGINAL ESTIM REV	ESTIM REV ADJUSTMTS	REVISED EST REV	ACTUAL YTD REVENUE	REMAINING REVENUE	PCT COLL
001 GENERAL FUND						
401412 ASSESSMENT REV-MLC-HOL	-18,233,370	0	-18,233,370	-4,558,342.50	-13,675,027.50	25.0%
401413 ASSESSMENT REV-MLC-PAX	-4,217,007	0	-4,217,007	-2,108,503.50	-2,108,503.50	50.0%
401414 ASSESSMENT REV-MLC-PRI	-3,481,413	0	-3,481,413	-870,253.25	-2,611,059.75	25.0%
401415 ASSESSMENT REV-MLC-RUT	-6,954,143	0	-6,954,143	-1,738,535.75	-5,215,607.25	25.0%
401416 ASSESSMENT REV-MLC-STE	-7,944,064	0	-7,944,064	-1,986,016.00	-5,958,048.00	25.0%
401422 ASSESSMENT REV-OPER-HOL	-6,787,692	0	-6,787,692	-1,696,923.00	-5,090,769.00	25.0%
401423 ASSESSMENT REV-OPER-PAX	-1,427,545	0	-1,427,545	-713,772.50	-713,772.50	50.0%
401424 ASSESSMENT REV-OPER-PRI	-932,016	0	-932,016	-233,004.00	-699,012.00	25.0%
401425 ASSESSMENT REV-OPER-RUT	-3,472,920	0	-3,472,920	-868,230.00	-2,604,690.00	25.0%
401426 ASSESSMENT REV-OPER-STE	-2,332,149	0	-2,332,149	-583,037.25	-1,749,111.75	25.0%
401432 TRANS ASSESS-HOLDEN	-2,004,018	0	-2,004,018	-501,004.50	-1,503,013.50	25.0%
401433 TRANS ASSESS-PAXTON	-421,473	0	-421,473	-210,736.00	-210,737.00	50.0%
401434 TRANS ASSESS-PRINCETON	-275,171	0	-275,171	-68,792.75	-206,378.25	25.0%
401435 TRANS ASSESS-RUTLAND	-1,025,355	0	-1,025,355	-256,338.75	-769,016.25	25.0%
401436 TRANS ASSESS-STERLING	-688,551	0	-688,551	-172,137.75	-516,413.25	25.0%
401442 DEBT ASSESS-HOLDEN	-1,061,967	0	-1,061,967	-265,492.00	-796,475.00	25.0%
401443 DEBT ASSESS-PAXTON	-247,436	0	-247,436	-123,718.00	-123,718.00	50.0%
401444 DEBT ASSESS-PRINCETON	-175,270	0	-175,270	-43,818.00	-131,452.00	25.0%
401445 DEBT ASSESS-RUTLAND	-610,209	0	-610,209	-152,552.50	-457,656.50	25.0%
401446 DEBT ASSESS-STERLING	-378,975	0	-378,975	-94,744.00	-284,231.00	25.0%
401450 CHAPT 70-REGIONAL SCHOOL AID	-27,472,242	0	-27,472,242	-6,924,798.00	-20,547,444.00	25.2%
401451 CHAPT 71-REGIONAL SCHOOL TRA	-2,426,365	0	-2,426,365	.00	-2,426,365.00	.0%
401452 CHAPT 70-CHARTER REIMBURSE	-50,578	0	-50,578	-8,259.00	-42,319.00	16.3%
401454 TXFR-UNRESERVED E&D	-150,000	0	-150,000	.00	-150,000.00	.0%
401455 MEDICAID	-987,523	0	-987,523	-241,077.94	-746,445.06	24.4%
401460 INTEREST	-12,750	0	-12,750	-12,778.81	28.81	100.2%
401462 MISC REVENUE	-439,250	0	-439,250	-86,712.74	-352,537.26	19.7%
TOTAL GENERAL FUND	-94,209,452	0	-94,209,452	-24,519,678.49	-69,689,773.51	26.0%
GRAND TOTAL	-94,209,452	0	-94,209,452	-24,519,678.49	-69,689,773.51	26.0%
** END OF REPORT - Generated by Dan Deedy **						

# Wachusett Regional School District



## YEAR-TO-DATE BUDGET REPORT

FOR 2018 03									
		ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD. EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED	
<b>001 GENERAL FUND</b>									
<b>00 UNDESIGNATED</b>									
001 401412	GF MLC-HOL	-17,626,751	.00	-17,626,751.00	-4,406,688.00	.00	-13,220,063.00	25.0%	
001 401413	GF MLC-PAX	-4,120,925	.00	-4,120,925.00	-1,030,231.25	.00	-3,090,693.75	25.0%	
001 401414	GF MLC-PRI	-3,456,189	.00	-3,456,189.00	-864,047.25	.00	-2,592,141.75	25.0%	
001 401415	GF MLC-RUT	-7,016,724	.00	-7,016,724.00	-1,754,181.25	.00	-5,262,542.75	25.0%	
001 401416	GF MLC-STE	-8,145,271	.00	-8,145,271.00	-2,036,318.00	.00	-6,108,953.00	25.0%	
001 401422	GFRASA-HOL	-5,633,755	.00	-5,633,755.00	-1,408,438.75	.00	-4,225,316.25	25.0%	
001 401423	GFRASA-PAX	-1,216,241	.00	-1,216,241.00	-304,060.25	.00	-912,180.75	25.0%	
001 401424	GFRASA-PRI	-779,155	.00	-779,154.70	-194,788.75	.00	-584,365.95	25.0%	
001 401425	GFRASA-RUT	-2,890,301	.00	-2,890,301.00	-722,575.25	.00	-2,167,725.75	25.0%	
001 401426	GFRASA-STE	-2,017,855	.00	-2,017,855.00	-504,464.00	.00	-1,513,391.00	25.0%	
001 401432	GFTRAN-HOL	-1,884,700	.00	-1,884,700.00	-471,175.00	.00	-1,413,525.00	25.0%	
001 401433	GFTRAN-PAX	-406,878	.00	-406,877.90	-101,719.50	.00	-305,158.40	25.0%	
001 401434	GFTRAN-PRI	-260,656	.00	-260,656.10	-65,164.00	.00	-195,492.10	25.0%	
001 401435	GFTRAN-RUT	-966,913	.00	-966,912.90	-241,728.25	.00	-725,184.65	25.0%	
001 401436	GFTRAN-STE	-675,047	.00	-675,047.40	-168,761.75	.00	-506,285.65	25.0%	
001 401442	GFDEBT-HOL	-1,043,605	.00	-1,043,605.00	-260,901.25	.00	-782,703.75	25.0%	
001 401443	GFDEBT-PAX	-254,750	.00	-254,749.50	-63,687.00	.00	-191,062.50	25.0%	
001 401444	GFDEBT-PRI	-174,357	.00	-174,356.70	-43,589.00	.00	-130,767.70	25.0%	
001 401445	GFDEBT-RUT	-633,937	.00	-633,937.20	-158,484.25	.00	-475,452.95	25.0%	
001 401446	GFDEBT-STE	-404,245	.00	-404,245.10	-101,061.25	.00	-303,183.85	25.0%	
001 401450	CHAP70 AID	-26,970,138	.00	-26,970,138.00	-6,711,288.00	.00	-20,258,850.00	24.9%	
001 401451	CHAP71 RST	-2,221,659	.00	-2,221,659.00	.00	.00	-2,221,659.00	.0%	
001 401452	CHAP70 CR	-65,830	.00	-65,830.00	-11,471.00	.00	-54,359.00	17.4%	
001 401454	UNRES E&O	-150,000	.00	-150,000.00	.00	.00	-150,000.00	.0%	
001 401455	MEDICAID	-897,747	.00	-897,747.00	-182,636.57	.00	-715,110.43	20.3%	
001 401460	GFINTEREST	-25,500	.00	-25,500.00	-3,185.06	.00	-22,314.94	12.5%	
001 401462	GF MISCELL	-439,250	.00	-439,250.00	-63,547.27	.00	-375,702.73	14.5%	
TOTAL UNDESIGNATED		-90,378,379	.00	-90,378,378.50	-21,874,191.90	.00	-68,504,186.60	24.2%	
GRAND TOTAL		-90,378,379	.00	-90,378,378.50	-21,874,191.90	.00	-68,504,186.60	24.2%	
** END OF REPORT - Generated by Jane Dube **									

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Program ID: gtytobud

Page 1

FY19 SPED OOD Tuitions  
Estimated Revenues and Expenditures  
Updated October 17, 2018

<b>Scenario 1</b>			
Estimated Revenues -- All Funds			Notes
General Fund	\$	2,913,244.00	
Circuit Breaker	\$	2,604,230.00	Per DESE on 9.19.18 @ 72 %
240 Grant	\$	1,299,518.00	Approved Grant
Total	\$	6,816,992.00	
Estimated Expenditures -- All Funds			Estimate includes pending placements of \$696,132.00
Balance	\$	(303,238.00)	
<b>Scenario 2</b>			
Estimated Revenues -- All Funds			Notes
General Fund	\$	2,913,244.00	
Circuit Breaker	\$	2,604,230.00	Per DESE on 9.19.18 @ 72 %
240 Grant	\$	1,299,518.00	Approved Grant
Total	\$	6,816,992.00	
Estimated Expenditures -- All Funds			Estimate excludes all pending placements @ \$696,132.00
Balance	\$	392,894.00	
<div>Created 8.30.18</div> <div>Updated 9.5.18</div> <div>Updated 9.18.18</div> <div>Updated 10.17.18</div>			

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# WACHUSETT REGIONAL SCHOOL DISTRICT

SEPTEMBER 2018

## GOVERNMENTAL FUNDS, FIDUCIARY FUNDS CASH & FUND BALANCES REPORT

FUND/ FUNC	FUND NAME	CASH BALANCE					ENCUMBERED	ENDING CASH BALANCE	ENDING FUND BALANCE
		YEAR TO DATE							
		REVENUE	EXPENDED	BEG BAL	REVENUE	EXPENDED			
022	CAFETERIA	150,836.00	148,970.79	2,589.36	257,750.93	149,571.85	734,467.57	(623,699.13)	
023	ATHLETIC	73,025.92	19,893.92	135,682.50	100,439.89	38,111.63	179,034.99	18,975.77	
027/101	KINDERGARTEN	99,413.01	54,883.90	370,352.82	297,825.43	54,883.91	627,609.89	(14,315.55)	
027/510	APPLIED ARTS	24,347.00	2,289.93	33,620.07	24,347.00	3,694.65	53,867.72	404.70	
027/511	BUILDING USE	4,115.00	3,514.82	62,529.02	6,740.00	16,621.11	1,958.00	50,689.91	
027/512	DAMAGED PROPERTY		97.80	5,864.92	0.00	336.87	3,110.80	2,417.25	
027/514	DRIVER EDUCATION	17,953.63	14,238.33	65,459.36	44,723.63	33,719.92	13,706.19	62,756.88	
027/515	EQUIP REPAIRS			0.00	0.00	0.00	0.00	0.00	
027/516	GIFTS & GRANTS	4,850.00	20,395.47	70,111.14	15,699.55	25,709.98	17,584.98	42,515.73	
027/517	LOST BOOKS	1,382.90	466.25	14,467.22	2,395.12	921.04	905.10	15,036.20	
027/518	PARKING	36,520.00		60,420.15	52,719.00	392.00	46,349.82	66,397.33	
027/519	PERFORMING ARTS	252.00		3,996.05	252.00	805.00	347.00	3,096.05	
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	
027/524	LOCKER FEES	1,739.00		17,413.64	1,779.00	0.00	750.34	18,442.30	
027/151	STERLING EXTENDED DAY			282.48	0.00	0.00	282.48	282.48	
027/151	PRINCETON EXTENDED DAY	2,458.00	2,815.95	14,535.08	3,860.00	2,815.95	15,579.13	15,579.13	
027/151	DAVIS HILL EXTENDED DAY			0.00	0.00	0.00		0.00	
028/000	ECC TUITION	3,246.04	8,339.47	150,944.66	4,100.95	23,657.51	27,512.76	103,875.34	
028/550	SCHOOL CHOICE			0.00	104,642.00	52,321.00	52,321.00	52,321.00	
028/551	CIRCUIT BREAKER		52,321.00	(809,738.00)	809,738.00		0.00	0.00	
028/554	INSURANCE REIMBURSEMENTS			0.00	0.00	0.00	0.00	0.00	
029	ADULT EDUCATION	0.03		71.69	0.09	0.00	71.78	71.78	
040	PROGRAM INITIATIVES	25,345.00	12,880.83	82,030.99	49,240.00	34,574.36	8,144.58	88,552.05	
050	STUDENT ACTIVITIES	94,818.87	38,430.84	435,621.83	113,860.34	82,685.63	5,400.97	461,395.57	
060	TRUST FUND/SCHOLARSHIPS			195,201.62	0.00	0.00		195,201.62	
TOTALS		540,302.40	379,539.30	916,417.89	1,890,112.93	520,822.41	1,720,750.71	564,957.70	

PROPOSED MEAL PRICING INCREASE									
	Breakfast		Lunch		Lunch		Lunch		Last
SCHOOL DISTRICT	Student price	Adult price	elem. student	mid student	HS student	Adult	HS student	Adult	Increase
WRSD	\$1.50	\$2.00	\$3.00	\$3.00	\$3.25	\$4.00	\$3.25	\$4.00	1/1/2012
Proposed WRSD	\$1.75	\$2.50	\$3.25	\$3.25	\$3.50	\$4.50			
Nashoba	\$2.00	\$2.75	\$3.00	\$3.00	\$3.00	\$3.75	\$3.00	\$3.75	2012
Shrewsbury	\$2.00	\$2.00	\$3.25	\$3.50	\$3.75	\$4.25			
Quabbin	\$1.75	N/A	\$3.00	\$3.25	\$3.25	\$4.00			2018
Below current SY18/19 Federal minimum of \$2.03- needs immediate increase!									

## 5-day Reference Period

- Simplified (Alternative) Approach: select a reference period of at least 5 consecutive school days vs. entire school year
- All revenue and cost data used to assess compliance must reflect the same reference period.
- You are in compliance with Federal requirements if the percentage of non-program revenue generated is at least as great as the percentage of non-program food costs incurred during the reference period
- SFAs with the capacity to obtain separate non-program and program food cost and revenue data for a longer period (e.g., monthly, annual, biweekly) are strongly encouraged to use data from the longer period to perform the assessment.

FNS Policy Memo SP-06-2016

Massachusetts Department of Elementary and Secondary Education



## Adult Meal Price Formula

$$\begin{aligned} &\text{Minimum Adult Meal Price} = \\ &\text{Federal reimbursement for a free student lunch} \\ &+ \\ &\text{Per meal value of USDA Foods} \end{aligned}$$

FY 2018 Minimum Prices – Breakfast \$1.98, Lunch \$3.46

FY 2019 Minimum Prices – Breakfast \$2.03, Lunch \$3.55

Massachusetts Department of Elementary and Secondary Education







Jeffrey C. Riley  
Commissioner

# Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

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

## MEMORANDUM

**To:** Superintendents of Public Schools, Administrators of Private Schools, Residential Child Care Institutions and School Nutrition Directors  
**From:** Robert M. Leshin, Director  
Office for Food and Nutrition Programs  
**Date:** August 6, 2018  
**Subject:** National School Nutrition Programs Reimbursement Rates for Fiscal Year 2019

The U.S. Department of Agriculture has announced the reimbursement rates for School Food Service Programs effective July 1, 2018 to June 30, 2019. Federal reimbursement for free and reduced price lunches has increased. The state share is based on a state matching funds formula established at the federal level. The USDA Foods assistance level is at \$0.2350 per lunch served for 2017-2018.

Reimbursement Rates				Additional Six Cents Reimbursement Rate	
National School Lunch	State Share	Federal Share	Total	Federal Share	Total
Paid Lunch	\$ .0600+	\$ 0.31	\$ 0.3700	\$ .06	\$ 0.4300
Reduced Price Lunch	\$ .0600+	\$ 2.91	\$ 2.9700	\$ .06	\$ 3.0300
Free Lunch	\$ .0600+	\$ 3.31	\$ 3.3700	\$ .06	\$ 3.4300

**Federal Severe Need Lunch Rate** - School systems in which 60% or more of the lunches served in 2016-2017 were free or reduced price will receive an additional 2 cents per lunch for all reimbursable lunches. The maximum charge for a reduced price lunch is 40 cents.

**Six Cent Menu Certification Rate** - School Food Authorities that meet the requirements outlined in the final rule for Nutrition Standards in the National School Lunch Program and approved will receive an additional six cents for each reimbursable lunch.

School Breakfast	Federal Non-Severe Reimbursement	Federal Severe Need Reimbursement
Paid Breakfast	\$ 0.31	\$ 0.31
Reduced Price Breakfast	\$ 1.49	\$ 1.84
Free Breakfast	\$ 1.79	\$ 2.14

**School Breakfast Program** - The maximum charge for a reduced price breakfast is 30 cents. A "severe need breakfast school" is one in which 40% of lunches served in 2016-2017 were free or reduced price lunch meals. As a result of the reauthorization of Child Nutrition Programs (Public Law 108-265), severe need breakfast schools do not need to submit cost documentation to receive the federal severe need breakfast reimbursement. Schools required to offer breakfast under state law will be eligible for up to \$.0975 for each reimbursable breakfast for breakfast costs that exceed Federal Severe Need Reimbursement. These state-mandated schools must provide documentation of costs through the monthly claim process to receive this additional state reimbursement.

**Special Milk reimbursement** is \$0.2050 per half pint. Special milk recipients may not participate in other child nutrition programs. Pricing programs with the free milk option receive the average cost per pint for eligible students.

**After School Snack Reimbursement** ("All Free Snacks" are reimbursed at the Free Rate of \$0.91). Maximum charge for a reduced price snack is 15 cents.

Paid Snack	\$ 0.08
Reduced Price Snack	\$ 0.45
Free Snack	\$ 0.91

**Meal Pricing Guidelines** - In general, the pricing of paid student meals should not exceed the actual cost of preparing the meals less the federal and state reimbursement rounded off to the next highest multiple of 5 cents. Adult meal charges must be priced to at least cover the actual cost of preparing and serving the meal. In addition, adults must be charged the state meals tax.

**Equity in Meal Pricing** - An annual review of paid meal prices must be conducted and reported to be in compliance with the equity in meal pricing provision of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296). For SY 2018-2019 the weighted average price of paid meals must be equal or greater than \$2.92. Please see the Document and Reference Library for more information.

This institution is an equal opportunity provider.

# WACHUSETT REGIONAL SCHOOL DISTRICT

FISCAL YEAR 2020

## BUDGET CALENDAR

Date	Task	Responsible Party
September, 2018	Initiate Discussions on CIP with Leadership Team	Director of Business and Finance, Director of Facilities, Leadership Team
September 11, 2018	FY20 Draft Budget Calendar Shared with Business/Finance Subcommittee	Superintendent, Director of Business and Finance
October, 2018	CIP Documents due	Director of Business and Finance, Director of Facilities, Leadership Team
November, 2018	FY20 Budget Kickoff With Leadership Team and Directors	Superintendent, Director of Business and Finance, Leadership Team
November 8, 2018	FY20 Budget Roundtable	Superintendent, Director of Business and Finance, Towns
November, 2018	FY20 Budget Planning Meetings with Leadership Team and Directors, Time: TBA	Director of Business and Finance
November, 2018	FY20 Budget Round Table Discussions	Superintendent, Director of Business and Finance, School Committee, Towns
November, 2018	FY20 Budget Planning Meeting with Food Service Director, Time: TBA	Director of Business and Finance
November, 2018	FY20 Budget Planning Meeting with Athletics, Time: TBA	Director of Business and Finance
November, 2018	FY20 Budget Planning Meeting with Director of Facility, Time: TBA	Director of Business and Finance
December, 2018	Ongoing FY20 Budget Development with Leadership Team & Directors	Superintendent, Director of Business and Finance, Leadership Team
December, 2018	FY20 Budget Round Table Discussions	Superintendent, Director of Business and Finance, School Committee
December 20, 2018	FY20 Draft Budgets Due to Director of Business and Finance @ 4:00 pm	Superintendent, Director of Business and Finance, Leadership Team
January, 2019	Develop Initial Revenue Projections for FY20 Budget	Director of Business and Finance
January, 2019	Governor's House 1 Budget Released	Director of Business and Finance
January, 2019	FY20 Budget Round Table Discussions, if necessary	Superintendent, Director of Business and Finance, School Committee
February, 2019	FY20 Budget Community Forums, Various Locations	Superintendent, Director of Business and Finance, School Committee
February, 2019	FY20 Budget Updated -- Salary, Expense, Transportation and Revenues	Director of Business and Finance
March, 2019	FY20 Budget Assessments Finalized	Director of Business and Finance
March, 2019	FY20 Budget Public Hearing	Superintendent, Director of Business and Finance, School Committee
March, 2019	FY20 House Ways and Means Budget Released; Adjust revenues if necessary	Director of Business and Finance
April, 2019	FY20 Senate Ways and Means Budget Released; Adjust revenues if necessary	Director of Business and Finance
April, 2019	FY20 Budget Updated As Needed; Prepared for Town Meetings	Superintendent, Director of Business and Finance
May, 2019	House & Senate Compromise Committee Convenes to Discuss FY20 State Budget	Director of Business and Finance
May, 2019	Annual Town Meetings	Superintendent, Director of Business and Finance
June 21, 2019	FY20 Budget Entered into MUNIS	Director of Business and Finance
June 21, 2019	FY20 School Operating Budget Opens; Building Staff Begin To Enter Supply and Services Requisitions	Leadership Team and Secretary's
July 1, 2019	FY20 Begins	Superintendent, Director of Business and Finance, Leadership Team
Created 8.30.18		
Revised 10.19.18		

To: Wachusett Regional School District Finance Committee

From: James J. Dunbar, Treasurer

Date: October 19, 2018

Subject: Treasurer's Update – August 2018

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I have reviewed the bank statements, bank reconciliations, and reconciling items for the month ending July 31, 2018 and feel that Treasurers cash is accurately stated.

1. The July 31, 2018 bank balances are as shown on the attached sheet.
2. The warrants funded during the month of July 2018 were as follows:

<u>Date</u>	<u>Description</u>	<u>Amount</u>
8/7	Warrant #3	\$ 1,372,194.15
8/10	Payroll Warrant	1,521,443.85
8/10	Payroll Warrant	4,855.55
8/20	Warrant #4	2,163,775.53
8/24	Payroll Warrant	1,822,833.26
8/29	Warrant #5	91,928.53

Our excess general funds are currently earning the following rates:

Commerce Bank	0.50%
Avidia Bank	0.15%

-

# **CASH RECONCILIATION OF CASHBOOK TO GENERAL LEDGER**

**August 31, 2018**

				<b>Cashbook</b>
				<b>8/31/2018</b>
<b>Bank</b>	<b>Account #</b>	<b>Fund</b>	<b>Description</b>	
<b>CHECKING</b>				
Eastern Bank	-7310	001	Payables reconciliation-clearing	367.32
Berkshire Bank	-4534	001	Depository Account	1,068,995.14
Eastern Bank	-0264	001	Payroll Reconciliation	98.09
Fidelity Bank	-1451	050	checking - Paxton	2,514.63
Leominster Credit Union	-8861	050	checking - Mountview	2,550.00
Leominster Credit Union	-8832	050	checking - Dawson	100.00
Leominster Credit Union	-8845	050	checking - Mayo	2,500.00
Leominster Credit Union	-0244	050	checking - Sterling	2,500.00
Fidelity Bank	-1444	050	checking - Thomas Prince	2,516.03
Leominster Credit Union	-8858	050	checking - Davis Hill	2,500.00
Cornerstone Bank	-9626	050	checking - Naquag	2,286.47
Cornerstone Bank	-9618	050	checking - Central Tree	2,500.00
Cornerstone Bank	-9551	050	checking - Glenwood	500.00
Leominster Credit Union	-1024	050	WRHS student activity checking	3,324.93
<b>TOTAL CHECKING</b>				<b>1,093,252.61</b>

## **MONEY MARKET**

Berkshire Bank	-2960	022	Cafeteria revolving - Sterling	14,384.80
Leominster Credit Union	-1029	050	WRHS Student Activity Revolving	215,171.94
Berkshire Bank	-3002	023	Middle School Athletic Revolving	127,306.76
TD Banknorth, NA	-1032	001	General Fund	26,699.70
Eastern Bank	-0363	001	General Fund	11,498,677.39
Eastern Bank Debit Card	-6672	001	General Fund	533.63
Eastern Bank Tuition	-7357	001	General Fund	215,851.39
Enterprise Bank	-3225	001	General Fund	39,719.89
Avidia Bank	-8701	001	General Fund	33,122.74

MMDT	-4707	001 Money Market	6,076.78
TOTAL MONEY MARKET			12,177,545.02
SAVINGS			
Cornerstone Bank	-0132	022 Cafeteria revolving - Naquag	4,662.17
Cornerstone Bank	-0140	022 Cafeteria revolving - CTMS	13,199.22
Cornerstone Bank	-1230	022 Cafeteria revolving - Glenwood	8,836.97
Cornerstone Bank	-3092	022 Student Activity - CTMS	15,879.70
Cornerstone Bank	-9535	022 Student Activity - Glenwood	14,552.57
Cornerstone Bank	-3117	022 Student Activity - Naquag	919.54
Fidelity Bank	-1908	022 Cafeteria revolving - Princeton	5,125.01
Fidelity Bank	-6479	022 Cafeteria revolving - Paxton	9,512.16
Berkshire Bank	-4569	022 Cafeteria revolving - Dawson	9,293.64
Berkshire Bank	-2944	022 Cafeteria revolving - Davis Hill	8,649.71
Berkshire Bank	-4550	022 Cafeteria revolving - Mayo	8,454.80
Berkshire Bank	-2952	022 Cafeteria revolving - Mountview	29,824.65
Berkshire Bank	-4542	022 Cafeteria revolving - WRHS	276,213.47
Berkshire Bank	-2979	029 Adult Education	71.75
Fidelity Bank	-0736	050 Student Activity Depository	34,202.96
Leominster Credit Union	-6025	050 Student Activity Revolving	119,135.45
Berkshire Bank	-2987	023 Athletic revolving	87,225.25
Berkshire Bank	-2995	023 Athletic transportation	64,480.20
TOTAL SAVINGS			710,239.22

#### CDs (Investments)

Leominster Credit Union	60 Atlas	10,794.03
Leominster Credit Union	60 Bailey	2,133.11
Leominster Credit Union	60 Bradshaw	14,465.92
Leominster Credit Union	60 D'Errico	3,506.66
Leominster Credit Union	60 Finocchio	8,084.05
Leominster Credit Union	60 Fitzgerald	9,229.86

Leominster Credit Union	60 Green	6,761.65
Leominster Credit Union	60 Griffin	18,662.07
Leominster Credit Union	60 Hayman	3,236.55
Leominster Credit Union	60 Hewson	13,486.66
Leominster Credit Union	60 Lionett	8,141.24
Leominster Credit Union	60 Ljungberg	2,184.75
Leominster Credit Union	60 Naroian	10,900.31
Leominster Credit Union	60 Shailale	4,738.20
Leominster Credit Union	60 Tarkiainen	7,414.18
Leominster Credit Union	60 Thibodeau	4,525.04
Leominster Credit Union	60 Wachusett #2	59,704.90
Leominster Credit Union	60 Wesley	6,058.83
Leominster Credit Union	60 White	1,173.61
TOTAL CDs		195,201.62

#### OPEB

Bartholomew and Company	-3593	70 OPEB	10,179.02
TOTAL OPEB			10,179.02

#### TOTAL

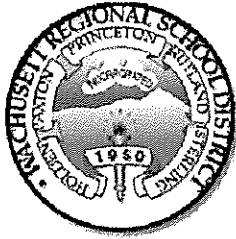
Davis Hill SA Deposit in Transit	14,186,417.49
Athletic Paypal Deposit in Transit	1,260.00
	5,212.23

#### Adjusted Cashbook

General Ledger	14,192,889.72
Variance	0.00

#### General Fund Total

12,890,142.07
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# *Wachusett Regional School District*

*Holden, Paxton, Princeton, Rutland, Sterling*

**To:** Darryll McCall  
Superintendent of Schools

**From:** Jeff Carlson  
Director of Human Resources

**Re:** October, 2018 Activity Report

**Date:** Thursday, November 1, 2018

## **1. Personnel**

- *The Senior Custodian position at Houghton Elementary School has been filled.*
- *A Half Year Grade 5 Elementary position at Paxton Center School has been posted.*
- *Our new HR Administrative Assistant, Ms. Maria Soloperto started on October 16th and is training for her position.*
- *ABA/PA substitute positions have been posted.*
- *The District has added 35 substitute personnel in October, 2018, to cover Teaching, Paraprofessional, Nursing and Food Service staffing needs.*
- *Paraprofessional vacancies at Mountview Middle School and Houghton Elementary School have been posted.*

## **2. Collective Bargaining**

- *The Legal Affairs sub-committee will be meeting on November 5<sup>th</sup> to set the agenda for the 2018-2019 school year. Contract negotiations for the Clerical, Custodial and Food Service bargaining units will be part of this agenda list.*

### **3. Health Insurance**

- *The PEC group met on October 15, 2018, to plan the annual agenda.*
- *Retired District employees will receive a letter from Human Resources in November, 2018 outlining the new senior plan rates effective January 1, 2019.*
- *The District Wide Flu Clinics ran from September 25 – October 17, visiting each school. Over 300 staff received the flu vaccine.*

### **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 FY 19 budget and starting preparations for the FY 20 budget.*

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



# Special Education- School Committee Report

Submitted by: Lincoln Waterhouse, Interim Administrator of Special Education  
October 2018

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## **Theme: Learning Results and Professional Development**

The Office of Special Education is offering the following professional development opportunities over the course of the 2018-2019 School Year:

- Advanced Topics in Verbal Behavior by the Carbone Clinic
- Essential for Living by Dr. Patrick McGreevy
- Managing School Refusal by Dr. Alex Hirshberg
- Supporting Transgender and Gender Non-Conforming Students by Dr. Gillian Woldorf
- Trauma Informed Schools by Dr. Alex Hirshberg
- Understanding and Responding to Non-Suicidal Injury by Dr. Gillian Woldorf
- Understanding High Functioning Autism – Testing and Intervention by Dr. Alex Hirshberg
- Helping School Nurses Support Mental Health by Dr. Alex Hirschberg
- Social Emotional Learning by Ribas and Associates
- Supporting English Language Learners by Ribas and Associates

The district will participate in a Coordinated Program Review (CPR) during the 2018-19 SY. The Department of Elementary and Secondary Education –Program Quality Assurance will visit WRSD in January. They will review student records, interview staff, and review district procedures to ensure compliance with special education, civil rights, and English language learning laws, regulations, and advisories.

Three new programs have successfully opened in the District for students who require support. The Language Based Classroom for grades 3-5 at the Paxton Center School is now serving multiple students who have significant Language Based Learning Disabilities. The Therapeutic Learning Center has opened at our high school, serving students grades 9-12 who have significant needs in social, behavioral, and emotional areas. We have also opened the Bridge Resilient Youth Treatment Program at our high school to assist students who have been hospitalized due to illness or have not been attending school due to mental health or physical health related concerns who require significant support reintegrating into school.

## **Theme: Family Connection and Communication**

SEPAC held its first meeting of the school year on October 22<sup>nd</sup>. SEPAC is in dire need for additional support in that there is only one individual who has taken on an officer position. The first meeting was spent brainstorming ways to increase membership, identify individuals who may be willing to take a leadership role, topics for workshops, and activities that might be sponsored by SEPAC for students and families in the District.

The After School Sports program will once again be offering the opportunity for students with disabilities to come together in a non-competitive fun program designed to keep students active while being a part of a Team. 2 Sessions of this program will be offered starting on November 19<sup>th</sup>.

The date of March 14<sup>th</sup>, 2019 has been chosen as the date WRSD will once again host its Special Olympics Event at our High School. This will be our sixth year of hosting this well attended and enjoyable experience.