

Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

November 6, 2020

To: *Wachusett Regional School District Committee*

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

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

SUBJECT: Superintendent's Report

WRSDC Posting

Attached is the updated posting of the School Committee, subcommittee, and SEPAC, meetings scheduled for the coming months (attachment 1). At the start of Monday's meeting, the Committee will adjourn to executive session to be updated on negotiations as well as legal matters. Municipal Representative Peter Bogren has been invited to attend the start of the executive session when the Committee will be updated on the status of union contract negotiations with the paraprofessionals (attachment 2).

As has been the practice, Monday evening's regular School Committee meeting will be by remote participation via Google Meet. An invitation to the meeting has been sent/shared with members of the School Committee, the Student Representatives, Central Office executive staff, Senator Gobi and Representative Ferguson, and the president of the WREA. If you have not yet done so, please "accept" the invitation if you are intending to participate in the meeting. Using a laptop with the Meet connection is preferable, though calling in by cell phone is also an option, though not the preferred way to participate.

Monday's School Committee meeting will be streamed for the public through YouTube Live. A link to the stream will be posted on the WRSD homepage Monday afternoon. The meeting will also be broadcast live on HCTV.

Members of the public will have the opportunity to have their questions asked/comments made by emailing them to questions@wrsd.net, and these comments and/or questions will be read aloud for the record. The remainder of the agenda will proceed from there.

For planning and quorum purposes, please advise if you are unable to participate in Monday evening's meeting

Subcommittee Assignments

Attached is the updated list of subcommittee assignments (attachment 3).

John and Abigail Adams Scholarship Qualifiers

Congratulations to the 139 members of the WRHS Class of 2021 who have qualified for the John and Abigail Adams Scholarship based upon their performance on the spring 2019 grade 10 MCAS tests (ELA and math) and the spring 2018 science MCAS. This scholarship provides free tuition at our state universities, colleges and community colleges (attachment 4).

Educational Consultant

As I mentioned in my last Report, we have contracted with Mary Meade-Montague to help support our Central Office as we work through this school year. Mary has been able to create a schedule so that I am able to work with her on a consistent basis. With that being said, we will not be working with Teachers²¹ on the consultation process with the Central Office. We are still in the process of assessing our curriculum needs, in which we may utilize Teachers²¹.

Reopening of Schools

- November 18th - Move to Hybrid
 - We continue to take steps to move toward our in-person hybrid learning model for our schools on November 18th. Our most recent information pertaining to student choice between hybrid or remote is:
 - Hybrid - 5,105 79%
 - Remote - 1,392 21%

We continue to work with the WREA through our negotiations process in order to further define our learning models. We hope to have a finalized agreement soon.

- Mandatory Face Coverings

After much discussion at our past two Facilities and Security Subcommittee meetings, as well as further discussion with building administrators and teaching staff, I will be asking that all staff and students in our buildings wear a face covering in school. The transmission of COVID-19 is an issue that we will continue to address, and wearing a face covering is one of the best ways to do so. With this being said, the Facilities and Security Subcommittee will be recommending amendments to our recently passed policy on face coverings, including

modifying the policy to include that all students need to wear face coverings in school. The first reading of those amendments will be at Monday evening's meeting.

- Technology Update

- Status of Chromebook Orders: We were notified on Friday, November 6th, that approximately half (1,200) of the backordered student Chromebooks are now expected to ship by November 13th. While this is great news, the timing of the shipment, coinciding with the transition to hybrid, will pose challenges for the technology team. Tech support requests related to hybrid instruction are already on the rise which will affect the timeline for preparing the new Chromebooks for distribution. The technology team will expedite the Chromebook project as much as possible.
- Google Meet Statistics: In the month of October, WRSD teachers and staff conducted 40,969 Google Meet sessions with an average duration of 45 minutes. According to Google's Meet Quality Tool, network congestion was experienced during 5% of the overall meeting time.
- Chromebook Performance Update: The Chrome OS update released at the end of September appears to have resolved the chronic Google Meet problems that were experienced by users of certain Chromebook models. Reports of crashes and other Meeting glitches have declined substantially.
- Tech Help Center: Parents' support requests through the District's Tech Help Center website (<https://www.wrsd.net/techhelp>) continued to decrease throughout October. IT staff has responded to all inquiries within the same day - almost always in less than an hour. IT personnel have contacted a number parents by phone, as needed, to resolve urgent issues in a timely manner. Many parents have also requested help through email, either to a teacher or administrator, or directly to the IT staff. These requests have also been promptly addressed.

- Update on Enrollment Numbers - October 1

Director Keenan has compiled information pertaining to enrollment that he shared in his report this month. The following information includes the updated October 1 data that has been completed and shared with DESE.

Homeschooling	
Total Number of Homeschooled Students (as of 11/3/20)	309 students
Number of New Homeschool applications for the current school year (as of 11/3/20)	219 students
District Enrollment	
October 1, 2020 Report enrollment	6,586 students
October 1, 2019 Report enrollment	7,010 students
October 1, 2018 Report enrollment	7,007 students

School Year	<i>Homeschool</i>	<i>Private</i>	<i>Public</i>
<i>2018-2019</i>	<i>124</i>	<i>386</i>	<i>381</i>
<i>2019-2020</i>	<i>115</i>	<i>385</i>	<i>360</i>
<i>2020-2021</i>	<i>309</i>	<i>465</i>	<i>427</i>
<i>* Count indicates number of students *</i>			

- **Building Updates**

- We continue to work on our buildings to prepare for our students and staff to be back in our buildings later this month. This work includes the calibration of heating systems, the replacement of HVAC motors and belts, and general maintenance on our air systems. ATC, the environmental engineering company that the District has hired to perform air exchange assessments, will be providing their report in the next week. I will share this information with the School Committee and will review it with the Facilities and Security Subcommittee at our November 16th meeting.

- **Status of Health Metrics**

- At this writing, Massachusetts has yet to release any official information pertaining to COVID-19 for this current week. I do know that there have been increases in the number of cases in our five towns and I do expect that some of our communities will change from their current status. We continue to hear from DESE that school districts should remain open, even if they are part of a “red” district, unless there is transmission within schools. With DESE continuing to push for students to be participating in in-person learning, we will watch our numbers carefully.
- As you know, we have been made aware of four members of the Wachusett community who have contracted COVID-19. We continue to work with our local boards of health as close contact cases arise.

- Nurse Leader

- As we prepare to open our schools, we are finding that much of the work associated with supporting contact tracing, communication, and documentation is happening with the assistance of many members of our district. We realize that we will require a dedicated FTE to support our schools as we bring our students and staff back into the buildings. I am making the School Committee aware of my intent to post for the Nurse Leader position, one of the positions that was reduced in Tier 1, for the sake of providing for the safe oversight of our schools, staff and students. We hope to have this position filled soon.

Class Size Update November 2020

Attached is a class size update, as of 11/5/2020 (attachments 5 & 6). This data outlines all elementary and middle school 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

As we look at our current situation moving into a hybrid model, we have to remember that there are students that are in-school and students who are home while in hybrid. We will update the information on class size in the next Report to include the size of actual students for in-person learning, the number of students who are at home, and the combination of both.

FY 21 Budget Update

The following is the most updated FY21 cherry sheet that was posted by the Division of Local Services. Director Deedy will share a brief update on the budget on Monday evening:

FY2021 Preliminary Cherry Sheet Estimates Wachusett

PROGRAM	FY2020 Cherry Sheet Estimate	FY2021 Governor's Budget Proposal	FY2021 Governor's Revised Budget Proposal	FY2021 HWM Proposal	FY2021 Senate Budget Proposal	FY2021 Conference Committee
Education Receipts :						
Chapter 70	28,647,835	29,969,019	29,560,178	29,560,178		
Charter Tuition Reimbursement	84,245	52,822	112,578	115,906		
Regional School Transportation	2,464,098	2,430,991	2,430,991	2,459,975		
Offset Receipts :						
School Choice Receiving Tuition	515,066	370,160	373,046	373,046		
Total Estimated Receipts	31,706,244	32,822,992	32,476,793	32,509,105		
Estimated Charges :						
Special Education	0	34,117	36,096	36,096		
School Choice Sending Tuition	651,524	620,584	576,249	576,249		
Charter School Sending Tuition	560,238	522,104	558,423	558,423		
Total Estimated Charges	1,211,762	1,176,805	1,170,768	1,170,768		
Total Receipts Less Charges :						
Net Receipts	30,494,482	31,646,187	31,306,025	31,338,337		

Superintendent Goals – 2020-2021

On Monday's agenda is full Committee approval of my 2020-2021 goals (attachment 7). I have met with the Superintendent Goals and Evaluation Subcommittee several times as these goals were being developed, and when the subcommittee met on November 4, 2020 the goals were finalized and are now ready for approval by the full School Committee. I appreciate the time, attention, and effort put forward by members of the subcommittee, as we worked together on this task.

Collectively Bargained Agreement

For your information, attached is the fully executed contract between the District and Wachusett Regional Education Association, Inc. - Unit B (attachment 8).

Francis W. Parker Charter Essential School

The Parker Charter School has shared a copy of their 2019-2020 Annual Report, which is attached (attachment 9).

Assessment Letters

Treasurer Dunbar has sent the towns of Holden, Sterling, and Rutland the Second Payment Assessment Billing Notices for FY21 (attachment 10).

FY19 Annual Audit

Following full School Committee acceptance of the FY19 annual audit, the documents have been shared with Member Town officials (attachment 11).

Treasurer's Update

Treasurer Dunbar has submitted the Treasurer's Update and Cash Reconciliation for August 2020. Treasurer Dunbar's reports can be found in Google as separate attachments, and as separate links in my cover email.

Conflict of Interest Training

Every two years School Committee members, as municipal representatives, are required to complete Conflict of Interest online training. Below is the link to the site to complete this training. When completed, please share a copy of the Certificate of Completion with Rebecca Petersen (rebecca_petersen@wrsd.net) and with the Town Clerk in your hometown.

Conflict of Interest

Executive Staff Reports

- Director of SEL Brendan Keenan's Report to the Superintendent, dated November 3,

- 2020 (attachment A)
- Administrator of Special Education Christine Smith's Report to the Superintendent, November 5, 2020 (attachment B)

Subcommittee Minutes

- Minutes of the September 1, 2020 meeting of the Facilities and Security Subcommittee (Subcommittee Minutes 2)
- Minutes of the September 14, 2020 meeting of the Facilities and Security Subcommittee (Subcommittee Minutes 2)
- Minutes of the September 22, 2020 meeting of the Diversity, Equity, and Anti-Racism Subcommittee (Subcommittee Minutes 3)
- Minutes of the September 30, 2020 meeting of the Legal Affairs Subcommittee (Subcommittee Minutes 4)
- Minutes of the October 5, 2020 meeting of the Business/Finance Subcommittee (Subcommittee Minutes 5)
- Minutes of the October 20, 2020 meeting of the Facilities and Security Subcommittee (Subcommittee Minutes 6)
- Minutes of the October 28, 2020 meeting of the Superintendent Goals and Evaluation Subcommittee (Subcommittee Minutes 7)

Superintendent's Correspondence

- October 26, 2020 correspondence to Rutland Town Administrator Ron San Angelo (Superintendent's Correspondence 1)

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

cc: Executive Staff
DM:rlp

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

Agenda

Regular Meeting #1354

Monday, November 9, 2020

7:00 PM

Meeting to be conducted remotely, using Google Meet

- I. Executive Session to discuss strategy for contract negotiations with bargaining unit (Teamsters Union Local 170 (paraprofessionals)), to report on progress of negotiations with the Wachusett Regional Education Association, Inc. (WREA) on 2020-2021 school reopening, and to provide an update and to discuss potential litigation, as the Chair deems discussions in public session would have an adverse effect on the District's bargaining position, to return to public session.
- II. Public Hearing
- III. Chair's Opening Remarks
- IV. Student Representatives' Reports (K. Gomi, K. Mangus)
- V. Superintendent's Report
 - A. Discussion of Report
 - B. Recommendations Requiring Action by the School Committee
 1. Motion: To authorize the School Committee to appoint Fletcher Tilton, and Nuttall, MacAvoy & Joyce, P.C. as District Legal Counsel for the period July 1, 2020 – June 30, 2021
- VI. Unfinished Business
- VII. Secretary's Report
 - A. Approval of Executive Session Minutes of the Wachusett Regional School District held on August 24, 2020
 - B. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on September 14, 2020
 - C. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on September 29, 2020
 - D. Approval of #1353 Regular Meeting Minutes of the Wachusett Regional School District Committee held on October 13, 2020 – enclosed
- VIII. Treasurer's Report/Financial Statements

IX. Committee Reports

- A. Management Subcommittee (M. Weeks, Chair, M. Dennis, Vice-chair, S. Brown, K. Mills, A. Silva, C. Smith, A. Young)
- B. Education Subcommittee (C. Smith, Chair, L. Long-Bellil, Vice-chair, K. Bennett, S. Haber, R. Imber, L. Kirshenbaum, D. Shapiro)
- C. Business/Finance Subcommittee (M. Dennis, Chair, K. Mills, Vice-chair, M. Gustafson, B. Mitchel, K. Ottmar)
 - 1. Amended Policy 4323.2 **Policy Relating to Budget/Finance Bidding Requirements** – second reading
- D. Legal Affairs Subcommittee (S. Brown, Chair, K. Ottmar, Vice-chair, R. Imber, M. Weeks)
- E. Superintendent Goals and Evaluation Subcommittee (K. Mills, Chair, L. Kirshenbaum, Vice-chair, K. Williamson, L. Woodland)
 - 1. Motion: To recommend approval of the Superintendent's Goals 2020-2021
- F. Facilities and Security Subcommittee (A. Young, Chair, L. Woodland)
 - 1. Amended Policy 6612.3 **Policy Relating to Pupil Services Face Coverings** – first reading
- G. Diversity, Equity, and Anti-Racism Subcommittee (A. Silva, Chair, L. Woodland, Vice-chair, N. Amos, M. Ayala, K. Bennett, S. Brown, M. Gustafson, L. Kirshenbaum, L. Long-Bellil)
 - 1. Amended Policy 6612.3 **Policy Relating to Pupil Services Appreciation of Diversity** – first reading
- H. Audit Advisory Board (B. Mitchel, Chair, A. Young, Vice-chair)
- I. Ad Hoc Subcommittees
- I. Building Committees
- J. School Council Reports:

Central Tree Middle School (M. Lavoie), Chocksett Middle School (K. Williamson), Davis Hill Elementary School (K. Williamson), Dawson Elementary School (L. Kirshenbaum), Glenwood Elementary School (N. Amos), Houghton Elementary School (D. Shapiro), Mayo Elementary School (A. Young), Mountview Middle School (S. Brown), Naquag Elementary School (S. Haber), Paxton Center School (K. Ottmar), Thomas Prince School (A. Silva),

Wachusett Regional High School (K. Mills), Special Education Parent Advisory
Council (M. Gustafson), Early Childhood Center (L. Woodland)

X. Public Hearing

XI. New Business

XII. Adjournment

If you cannot attend the November 9, 2020 Wachusett Regional School District Committee meeting, please contact Rebecca Petersen at (508) 829-1670 Ext. 230.

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN □ PAXTON □ PRINCETON □ RUTLAND □ STERLING

DRAFT Minutes

Regular Meeting #1353

Tuesday, October 13, 2020
7:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

Wachusett Regional School District Committee

Megan Weeks, Chair	Kenneth Mills (7:45 PM)
Melissa Ayala	Benjamin Mitchel
Krista Bennett	Karl Ottmar
Scott Brown	Deidre Shapiro
Maleah Gustafson	Asima Silva
Sherrie Haber	Christina Smith
Laura Kirshenbaum	Kelly Williamson
Matthew Lavoie	Linda Woodland
Linda Long-Bellil	Adam Young

Committee Members Absent:

Michael Dennis, Vice-chair	Robert Imber
Nicole Amos	

Administration Present:

Darryll McCall, Superintendent of Schools
Robert Berlo, Deputy Superintendent
Jeff Carlson, Director of Human Resources
Brendan Keenan, Director of Social Emotional Learning
Christine Smith, Administrator of Special Education
Barry Sclar, Supervisor of Information Technology
Rebecca Petersen, Executive Secretary to the Superintendent

Student Representatives Present:

Kenichi Gomi	Kathryn Mangus
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Chair Weeks called the meeting to order at 7:05 PM. Chair Weeks announced the meeting was being conducted remotely, via Google Meet, and was being broadcast live on Channel 194 and holdentv.com. Members of the public could access the meeting via YouTube. Chair Weeks also spoke about members of the public submitting comments to questions@wrsd.net.

I. Public Hearing

Chair Weeks read aloud a public comment submitted electronically.

Mary Lampron-Shepherd, WREA President (attachment 1)

II. Chair's Opening Remarks

Chair Weeks asked members to turn on their cameras if able, and she also noted that two minutes per member per topic will be adhered to.

Chair Weeks requested that District administration keep the lines of communication open and is hoping information from the Central Office will be forthcoming on a more regular basis.

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

Student Representative Mangus reported high school sports are underway, some students have returned to the buildings, SATs and PSATs exams are being administered, and a pumpkin decorating event is underway.

Student Representative Gomi had questions about mandatory flu shots and he asked when and where required paperwork will be turned in. He asked if all students, remote and/or hybrid, will be required to have a flu shot, which was confirmed.

IV. Superintendent's Report

A. Discussion of Report

Superintendent McCall reported that almost 200 students returned to schools on October 5th, and he further reported that more students will be transitioning back to in-person in the next couple of weeks.

Superintendent McCall reported on recent negotiations/meetings with the WREA.

Members were given the opportunity to ask questions and make comments.

Member Williamson asked if Director Keenan had background/information on why families chose to homeschool this school year. Director Keenan explained that new, and some veteran, homeschool families have taken advantage of the opportunity to receive District information/SchoolMessengers in order to be kept informed on happenings in the District, which they seem to appreciate.

Member Woodland asked when additional students will be returning in-person at ECC, which Administrator Smith reported that would be October 26, 2020. She also asked when parents are required to inform the District about the need for transportation, which Superintendent McCall explained that deadline is the same as the deadline to choose between hybrid and remote, which is October 23, 2020. Superintendent McCall took the opportunity speak about how remote is working at the different levels, elementary/middle school/high school.

Member Ayala asked if Superintendent McCall could provide an update on talks he has had with educational consultants. Superintendent McCall explained he has had good conversations with individuals/firms and he is hoping to be able to bring his recommendations to the Committee by the end of the week.

Member Brown reported on negotiations with WREA members about a hybrid MOA.

Member Gustafson had a follow-up question about the educational consultant and a timeline. Superintendent McCall confirmed he will update the Committee about this matter by the end of this week. Superintendent McCall explained the details that need to be addressed when bringing on such a position/consultant, and that doing so can take some time. Administrator of Special Education Smith answered some of Member Gustafson's questions about the various phases for bringing special education students back into the buildings. Director Keenan spoke about October 1 numbers and student enrollment numbers, explaining the accurate gathering of this information, especially where students attend, can take some time, but should be available sometime the end of October.

Member Lavoie voiced his confusion and concern about October 1 numbers and Director Keenan's explanation about enrollment, and he also asked about the lack of a response to his earlier request for information about students who are attending private schools, are being homeschooled, are school choosing out of the District.

7:45 PM Member Mills joined the meeting.

Chair Weeks requested of Superintendent McCall the sharing of enrollment/October 1 numbers by the October 15th deadline.

Member Haber reported the WRSD Reopening Task Force is reconvening, with a meeting scheduled for October 14, 2020. Member Haber expressed her dismay that information about the meeting topics/meeting agenda had not been shared. Director Keenan explained that the meeting information was included in the Google Meet invitation.

Member Kirshenbaum asked if the District has the resources and personnel to address transitioning to hybrid on November 18th, and when information will be available. Member Kirshenbaum also has questions about enrollment and students who were unenrolled, due to homeschooling, attending a private school, or school choosing to another District, for this school year. She would appreciate information about students who are now attending private schools and if families intend for this to be long-term, or will these students be returning to Wachusett schools following the pandemic.

Supervisor of Information Service Sclar explained how October 1 numbers are submitted to the state, which is now done electronically. Certification is on the state, and October 29, 2020 is the final deadline.

Member Kirshenbaum asked the Superintendent what the School Committee can do to help advocate for assistance from the state, when it comes to declining enrollment due to COVID-19. Superintendent McCall reported on a conference call with the state which he participated in on October 9, 2020. Superintendent McCall agreed a letter to the state from the School Committee could be beneficial.

Member Lavoie was disappointed in the lack of information included in the October 9, 2020 Superintendent's Report about Superintendent McCall's talks with educational consulting firms/individuals. Member Lavoie asked if the vote of the School Committee about an educational consultant was shared with these individuals, which Superintendent McCall confirmed. Member Lavoie requested that the chart with enrollment numbers that was in past Superintendent Reports be included in upcoming Reports with updated data. Member Lavoie re-voiced his request for information about professional development to be offered on Wednesday afternoons.

Chair Weeks is compiling members' requests for information and she asked that members forward these requests to her by October 16, 2020, and she will forward to the Superintendent one document listing the requests from the members.

Member Long-Bellil asked for a report on how students, especially elementary students, are dealing with remote teaching/learning. Both Superintendent McCall and Deputy Superintendent Berlo spoke to her questions.

8:13 PM Member Smith left the meeting

Member Mills has major concerns about the lack of information parents might be provided in the next weeks as the deadline for parents to make the decision between remote v hybrid approaches. He strongly encouraged both the Committee and District administration to be available to answer parent questions about this transition. Superintendent McCall agreed with Member Mills about giving parents the opportunity to get feedback about and answers to their questions and concerns, and he mentioned scheduling such during the week of October 19, 2020.

Member Ottmar expressed his concern about enrollment numbers and the financial impact.

Member Shapiro asked about transportation and the option for students to be picked up and dropped off at locations other than their homes. Superintendent McCall explained the limited number of available seats on the buses and due to the need to social distance on the buses, student pick up and drop off locations will not have the flexibility as in the past.

Member Silva asked for specific details about what information will be offered to and provided to parents to assist with making their decision about remote v

hybrid. Member Silva also asked about switching between hybrid and remote, if circumstances change after the start of hybrid on November 18, 2020.

8:29 PM Member Lavoie left the meeting.

B. Recommendations Requiring Action by the School Committee

Motion: To accept the FY19 Annual Financial Statements, FY19 Audited End of the Year Report (EOYR), FY19 Single Audit, and FY19 Student Activities Audit as well as the Management Letter prepared by District Auditors Melanson CPAs for fiscal year ended June 30, 2019.

(S. Brown)

(S. Haber)

At Chair Weeks' invitation, Director Deedy reported the Audit Advisory Board and the Business/Finance Subcommittee had been provided with the FY19 audit for review. Director Deedy gave a brief overview of the FY19 audit. AAB Chair Mitchel agreed with Director Deedy's report. Business/Finance Subcommittee Vice-chair Mills spoke about that subcommittee's overview of the audit documents. Issues with Student Activities have been raised by the auditors, and will be addressed by the Business Office.

Roll call vote:

In favor:

Megan Weeks
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherrie Haber
Laura Kirshenbaum
Linda Long-Bellil
Kenneth Mills
Benjamin Mitchel
Karl Ottmar
Deidre Shapiro
Asima Silva
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion passed unanimously.

Chair Weeks read aloud for the record, as well as projecting the language on the screen for members to view, the following motion:

Motion: To approve the Sale of the District's \$4,145,000 General Obligation State Qualified Refunding Bonds, and the execution of related closing documents prepared by Bond Counsel to the District.

Voted: That in order to reduce interest costs, the District Treasurer is authorized to issue refunding bonds, at one time or from time to time, pursuant to Chapter 44, Section 21A of the General Laws, or pursuant to any other enabling authority, to refund a portion of the District's (i) \$6,100,000 General Obligation School Bonds, Unlimited Tax dated August 21, 2008 maturing in the years 2021 through 2028 (inclusive), (ii) \$2,134,000 General Obligation Municipal Purpose Loan of 2009 Bonds dated October 15, 2009 maturing in the years 2021 through 2026 (inclusive), and (iii) \$3,094,000 General Obligation School Bonds dated January 27, 2011 maturing in the years 2022 through 2030 (inclusive) (collectively, the "Refunded Bonds") and that the proceeds of any refunding bonds issued pursuant to this vote shall be used to pay the principal, redemption premium and interest on the Refunded Bonds and costs of issuance of the refunding bonds.

Further Voted: that the sale of the \$4,145,000 General Obligation State Qualified Refunding Bonds of the District dated October 22, 2020 (the "Bonds"), to Roosevelt & Cross, Inc. at the price of \$4,720,524.70 is hereby approved and confirmed. The Bonds shall be payable on September 1 of the years and in the principal amounts and bear interest at the respective rates, as follows:

<u>Year</u>	<u>Amount</u>	<u>Interest Rate</u>	<u>Year</u>	<u>Amount</u>	<u>Interest Rate</u>
2021	\$550,000	4.00%	2026	\$510,000	4.00%
2022	545,000	4.00	2027	410,000	4.00
2023	545,000	4.00	2028	410,000	4.00
2024	525,000	4.00	2029	135,000	4.00
2025	515,000	4.00			

Further Voted: that in connection with the marketing and sale of the Bonds, the preparation and distribution of a Notice of Sale and Preliminary Official Statement dated September 23, 2020, and a final Official Statement dated September 30, 2020 (the "Official Statement"), each in such form as may be approved by the District Treasurer, be and hereby are ratified, confirmed, approved and adopted.

Further Voted: to authorize the execution and delivery of a Refunding Escrow Agreement to be dated October 22, 2020, among the District, U.S. Bank National Association as Refunding Escrow Agent and the Treasurer and Receiver-General of the Commonwealth of Massachusetts as Paying Agent.

Further Voted: that the District Treasurer and the Chair of the Committee be, and hereby are, authorized to execute and deliver a continuing disclosure undertaking in compliance with SEC Rule 15c2-12 in such form as may be approved by bond

counsel to the District, which undertaking shall be incorporated by reference in the Bonds for the benefit of the holders of the Bonds from time to time.

Further Voted: that we authorize and direct the District Treasurer to establish post issuance federal tax compliance procedures in such form as the District Treasurer and bond counsel deem sufficient, or if such procedures are currently in place, to review and update said procedures, in order to monitor and maintain the tax-exempt status of the Bonds.

Further Voted: that any certificates or documents relating to the Bonds (collectively, the "Documents"), may be executed in several counterparts, each of which shall be regarded as an original and all of which shall constitute one and the same document; delivery of an executed counterpart of a signature page to a Document by electronic mail in a ".pdf" file or by other electronic transmission shall be as effective as delivery of a manually executed counterpart signature page to such Document; and electronic signatures on any of the Documents shall be deemed original signatures for the purposes of the Documents and all matters relating thereto, having the same legal effect as original signatures.

Further Voted: that each member of the Committee, the District Secretary and the District Treasurer be and hereby are, authorized to take any and all such actions, and execute and deliver such certificates, receipts or other documents as may be determined by them, or any of them, to be necessary or convenient to carry into effect the provisions of the foregoing votes.

(S. Brown)

(S. Haber)

Chair Weeks reported she had sat in on the meetings when this refinancing was discussed. Business/Finance Vice-chair Mills reported the Business/Finance Subcommittee discussed this refinancing at the October 5, 2020 meeting and are in support of this action. Director Deedy extended thanks to Treasurer Dunbar.

Roll call vote:

In favor:

Megan Weeks
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherrie Haber
Laura Kirshenbaum
Linda Long-Bellil
Kenneth Mills
Benjamin Mitchel
Karl Ottmar
Deidre Shapiro
Asima Silva
Kelly Williamson

Linda Woodland
Adam Young

Opposed:
None

The motion passed unanimously.

V. Unfinished Business

There was no unfinished business brought before the subcommittee.

VI. Secretary's Report

- A. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on August 24, 2020

Deferred

- B. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on September 14, 2020

Deferred

- C. Approval of #326 Special Meeting Minutes of the Wachusett Regional School District held on September 29, 2020

(A. Young)
(K. Mills)

Roll call vote:

In favor:

Megan Weeks
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherrie Haber
Laura Kirshenbaum
Linda Long-Bellil
Kenneth Mills
Benjamin Mitchel
Karl Ottmar
Deidre Shapiro
Asima Silva
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The minutes were unanimously approved.

- D. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on September 29, 2020

Deferred

- E. Approval of #1352 Regular Meeting Minutes of the Wachusett Regional School District Committee held on September 29, 2020

(S. Haber)

(S. Brown)

Roll call vote:

In favor:

Megan Weeks
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherrie Haber
Laura Kirshenbaum
Linda Long-Bellil
Kenneth Mills
Benjamin Mitchel
Karl Ottmar
Asima Silva
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Deidre Shapiro

The minutes were approved 15-0-1.

VII. Treasurer's Report/Financial Statements

Chair Weeks 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 (M. Weeks, Chair, M. Dennis, Vice-chair, S. Brown, K. Mills, C. Smith, A. Young)

Chair Weeks reported this subcommittee will meet on October 21, 2020.

- B. Education Subcommittee (C. Smith, Chair, L. Long-Bellil, Vice-chair, N. Amos, K. Bennett, S. Haber, R. Imber, L. Kirshenbaum, D. Shapiro)

In Subcommittee Chair Smith's absence, Vice-chair Long-Bellil reported the meeting this date was cancelled due to lack of quorum, and the subcommittee will meet next on November 9, 2020.

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

In Subcommittee Chair Dennis' absence, Vice-chair Mills reported on the October 5, 2020 meeting of this subcommittee, and reported the next meeting will be on October 26, 2020.

Motion: To approve the first reading of Amended Policy 4323.2 **Policy Relating to Budget/Finance Bidding Requirements**, waiving the reading.

(B. Mitchel)

(S. Brown)

Roll call vote:

In favor:

Megan Weeks
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherrie Haber
Laura Kirshenbaum
Linda Long-Bellil
Kenneth Mills
Benjamin Mitchel
Karl Ottmar
Deidre Shapiro
Asima Silva
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

- D. Legal Affairs Subcommittee (S. Brown, Chair, K. Ottmar, Vice-chair, R. Imber, K. Mills)

Subcommittee Chair Brown reported on the September 30, 2020 meeting at which time District Counsel was discussed. Subcommittee Chair Brown explained that Attorney Stonberg will be retiring and the subcommittee will solicit interest from other legal firms to fill this void. He reported the intent of the subcommittee to recommend continuation of the appointments of Fletcher Tilton and Nuttall, MacAvoy & Joyce, P.C. as District Counsel.

- E. Superintendent Goals and Evaluation Subcommittee (K. Mills, Chair, L. Kirshenbaum, K. Williamson, L. Woodland)

Subcommittee Chair Mills reported this subcommittee met on October 7, 2020 and will meet next on October 28, 2020.

- F. Facilities and Security Subcommittee (A. Young, Chair, L. Woodland)

Subcommittee Chair Young reported this subcommittee has not met since the last School Committee meeting. He reported that Member Lavoie has been appointed to this subcommittee, bringing membership to three.

Superintendent McCall reported the final report of HVAC evaluations should be completed by the end of October.

- G. Diversity, Equity, and Anti-Racism Subcommittee (A. Silva, Chair, L. Woodland, Vice-chair, N. Amos, M. Ayala, K. Bennett, S. Brown, M. Gustafson, J. Haynes, L. Kirshenbaum, L. Long-Bellil)

Subcommittee Chair Silva reported on the October 8, 2020 meeting of this subcommittee, and that the subcommittee will meet next on October 29, 2020.

- H. Audit Advisory Board (B. Mitchel, Chair, A. Young, Vice-chair)

AAB Vice-chair Mitchel reported the AAB has not met since the last School Committee meeting. He expects to schedule a meeting of the AAB in November.

- I. Ad Hoc Subcommittees

- J. Building Committees

- K. School Council Reports:

Central Tree Middle School (M. Lavoie), Chocksett Middle School (K. Williamson), Davis Hill Elementary School (K. Williamson), Dawson Elementary School (L. Kirshenbaum), Glenwood Elementary School (N. Amos), Houghton Elementary School (D. Shapiro), Mayo Elementary School (A. Young), Mountview Middle School (S. Brown), Naquag Elementary School (S. Haber), Paxton Center School (K.

Ottmar), Thomas Prince School (A. Silva), Wachusett Regional High School (K. Mills), Early Childhood Center (L. Woodland), Special Education Parents Advisory Council (SEPAC) (M. Gustafson)

Member Gustafson – SEPAC Recently elected Co-chairs - Rachel Bullock, Melissa Martin, Tammy Tod

IX. Public Hearing

Ryan Zamagi (attachment 2)

Kristina Naiman (attachment 3)

Erin Ottmar, Paxton resident (attachment 4)

X. New Business

Member Mills reminded that the Regional Agreement is due for review.

Member Gustafson asked if District administration needs anything from the Committee to meet the October 16, 2020 deadline for comments about MLC and Chapter 70.

Superintendent McCall will provide a template to School Committee members who might be interested and willing to contact local legislators. Member Long-Bellil asked that this template be shared with members by Thursday morning, October 15th.

Member Young asked that a document of some form be developed to track requests for information.

XI. Executive Session

The full Committee did not adjourn to executive session.

XII. Adjournment

Motion: To adjourn.

(L. Long-Bellil)
(L. Woodland)

Roll call vote:

In favor:

Megan Weeks
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherrie Haber
Laura Kirshenbaum
Linda Long-Bellil

Kenneth Mills
Benjamin Mitchel
Karl Ottmar
Deidre Shapiro
Asima Silva
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

The meeting adjourned at 9:12 PM.

Respectfully submitted,

Darryll McCall, Ed.D.
Superintendent of Schools

DM:rlp

Attachments:

- Attachment 1 – Public comment by WREA President Mary Lampron-Shepherd
- Attachment 2 – Public comment by Ryan Zagami
- Attachment 3 – Public comment by Kristina Naiman
- Attachment 4 – Public comment by Erin Ottmar



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Public Comments

1 message

Megan Weeks <megan_weeks@wrsd.net>

Tue, Oct 13, 2020 at 7:18 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Megan K Weeks, M.Ed
Chair WRSD School Committee
Assistant Principal, Murdock High School

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

From: **President WREA** <presidentwrea@gmail.com>
Date: Tue, Oct 13, 2020 at 6:38 PM
Subject: Public Comments
To: <questions@wrsd.net>

Good Evening, my name is Mary Shepherd, president of the Wachusett Regional Education Association, 1320 Wachusett Street, Jefferson. Teachers want to be heard, students want to be heard, administrators want to be heard, and school committee members want to be heard, but no one is listening. In education leadership classes I learned to enter a leadership role observing. In this pandemic environment I hit the ground running, with time just to extinguish fires. Making the time to step back and observe from my new role has opened my eyes wider, letting me connect my observations with prior knowledge.

When I started in public education as an ESP just over a decade ago, one afternoon faculty meeting still resonates with me. The new superintendent was sharing with her staff how to reach a common goal. She showed two pictures, each picture had the goal represented by a dot at the top center of the page. Below the dot, were more dots representing the individuals who would carry out the goal. In the first picture the dots were scattered, there was no clear direction, like kids on a

playground. In the second picture the dots were moving towards the direction of the goal, like students on their way to lunch from different hallways. We as educators would be remiss if we didn't have a method to get our students to the objective, however our administration has neglected to provide a clear objective to teachers, nor the path to get there, and no one is listening.

Two summers ago, I experienced a life altering diversity lesson for professional development in ELL. In this workshop, I learned about individual centered cultures and community centered cultures. We live in an individual centered culture, we are asked from a young age what are YOU going to be when you grow up, how are YOU going to make a difference in this world. Never how are WE going to make a difference. We perform parallel responsibilities in our day to day lives with many in our community never intersecting, never learning about each other, because no one is listening.

Taking this new knowledge, we see it here in school committee meetings. Meeting after meeting with the individual centered culture views, the school committee members get stuck. Some say it's a personal agenda of individual members, but I think like systemic racism, individualist centered culture is systemic. It pits us against one another and we lose sight of moving forward towards the betterment of our community. Each member speaks their part, but others may be rarely listening, or they are listening to respond, VERSUS listening to UNDERSTAND, in reality no one is listening.

With individual centered culture thinking comes a lot of anger, "It's my way or the highway!" attitude. The anger in our school district is years deep. Anger is like a hot coal, you carry this burning feeling with you everywhere you go. In mindfulness training, anger is just the tip of the iceberg. Under the water are the true feelings of shame, embarrassment, and hurt. We the educators are feeling this shame and embarrassment, yet we cover it well with smiles since the success of our students is

paramount. Always putting off our personal needs to care for our own stress, because the fact is no one is listening.

Let me reiterate here, my vision of sharing more kindness for a better community. As I develop and deepen the vision of kindness, I realize educator morale must be the priority. Educators are on the frontlines for the sole purpose of a better community. Each educator has a symbiotic relationship with their students. Their students have a symbiotic relationship with their parents/guardians. Their parents/guardians have a symbiotic relationship with our elected school committee members. School committee members have a symbiotic relationship with our superintendent. Our superintendent through the principals have a symbiotic relationship with us educators. It is a circle, a large circle representing all of us! When one link is weak we all feel it, as educators on the front lines we know and listen to our students, we are the first to go above and beyond. We share our ideas with administration, but no one is listening.

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: comment 10/13

1 message

Megan Weeks <megan_weeks@wrsd.net>

Wed, Oct 14, 2020 at 8:14 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Megan K Weeks, M.Ed
Chair WRSD School Committee
Assistant Principal, Murdock High School

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

From: **Hinson, Ryan** <rhinson@worcester.edu>
Date: Tue, Oct 13, 2020 at 8:14 PM
Subject: comment 10/13
To: <questions@wrsd.net>

My name is Ryan Zagami and I am teacher, parent, resident, and alum of the Wachusett District. I am sitting here for the 8th month in a row, haven't missed a meeting, wondering how how how are we here. I was one of the teachers who was part of the 10/6 meeting last week and while the one hour of talking and sharing was helpful, there has been no follow up with us (from Central Office or my building) about the direction the district is planning to take the next phase of the hybrid model into. It was an hour long meeting of sharing in small groups, then sharing out to that small group. Fast forward a week: Principals are sending information out to families about possible hybrid models coming up. We are already in a hybrid model and trying to make this up as we go is dangerous.

Please please please get teachers information about hybrid scheduling. There are teachers and students who are hybrid right now and the remote students are having a very different experience than those in the classroom because teachers are not being supported in how to give the attention needed to both the in person and remote students. Has anyone reached out to the families who are in hybrid now to know what is working and what is not? There needs to be time in teacher schedules day to check in with remote students EVERYDAY.

I am happy to have anyone from administration to come observe my remote lessons, it is hard work. From taking attendance to the follow up after the independent work completion piece. How can the plan be to have teachers do both a hybrid model of teaching and have a remote cohort with the schedule we are currently using (being live 6 times a day, no time discussed built in for remote only check in)?

Thank you to School Committee for asking the questions about future impact (home schooling, etc.) and asking for deadlines, updated Q and A for parents/teachers, etc. I'll end with teachers need some direction NOW, especially those already back in the building working with our neediest populations. Please talk to the teachers.

Thank you.

--

Mrs. Ryan Zagami

rhinson@worchester.edu

"Treat others as you would like to be treated"

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Public comment

1 message

Megan Weeks <megan_weeks@wrsd.net>

Wed, Oct 14, 2020 at 8:14 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Megan K Weeks, M.Ed
Chair WRSD School Committee
Assistant Principal, Murdock High School

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

From: **Kristina Naiman** <krissy.naiman@gmail.com>

Date: Tue, Oct 13, 2020 at 8:31 PM

Subject: Public comment

To: <questions@wrsd.net>

As a teacher, parent of two first graders, and a community member, I urge the administration to provide a hybrid plan where students keep their same teachers (whether they go hybrid or stay remote).

It takes 6-8 weeks to get to know young students' academic needs, social/emotional needs, and learning styles. Restarting this process come November 18th is a detriment to student learning, growth potential, and social/emotional health. Switching teachers may stifle the robust curriculum and learning til upwards of January for many students. Students can not afford this loss.

Given the many changes that ARE unavoidable, this is one item, keeping the same teacher whether staying remote or going hybrid, has the ability to REMAIN constant for students- provided the hybrid plan is well thought out.

Thank you,
Kristina Naiman



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: statement- Erin Ottmar 232 West Street

1 message

Megan Weeks <megan_weeks@wrsd.net>

Wed, Oct 14, 2020 at 8:14 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Megan K Weeks, M.Ed
Chair WRSD School Committee
Assistant Principal, Murdock High School

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

From: **Erin Ottmar** <erin.ottmar@gmail.com>

Date: Tue, Oct 13, 2020 at 8:57 PM

Subject: statement- Erin Ottmar 232 West Street

To: <questions@wrsd.net>

Thank you all for your time and helping to work through so many of these complicated issues.

I have two children at Paxton Center (K and 2nd grad) and their teachers have been beyond wonderful and have done so much to ensure that remote learning is working as well as it can. While we wish that these were normal times and all students could safely return to school, we have been thrilled with how well our children and their teachers have been working together. Thank you to all the teachers who are working so hard to make this work.

While more information about hybrid will be provided later this week, my concerns surround the lack of discussions about two issues: the wellbeing of the teachers and discussions about what fully remote will look like once hybrid begins. Due to risk in our family, our children will need to stay fully remote. While remote will be working well for many, it has not been clearly discussed that remote instruction will look extremely different to what it is now once hybrid begins on Nov 18. While it is our preference to have our children remain with their wonderful teachers, I have major concerns about what this means for these K-5 children who chose fully remote and the health and wellbeing of their teachers. I understand that the administration is trying to keep fully remote students with their peers and teachers come Nov 18. As was described, if the teachers are working with the in classroom students, how will they possibly be able to provide small group instruction to the remote students? Will a full time paraprofessional or co-teacher be in each classroom to work with the in person students to allow teachers to work with remote students? If not, it is inevitable that once students go back to the classroom, the

amount of in person instruction, as well as remote instruction will drop significantly. Even if teachers spend divide the classroom into 3 groups (hybrid in person, hybrid remote, and fully remote) then each child will only get 1/3 of the teachers attention. If the students in person get the majority of the attention of the teachers, then students who are 100% will be significantly neglected, by no fault of their teacher. it appears that the full remote children would have only Wednesday mornings with their teachers and peers and the remainder of the days would be asynchronous. If that is the case, it is unclear whether the benefits of remaining with their same teacher and students would be worth the challenges of spending the remainder of the school year with no instruction or peer interaction. Many other districts who are doing hybrid, have fully remote students and in separate classes with fully remote teachers and their daily schedules look much like they do in Wachusett now. Will these children be provided with a second fully remote teacher and other peers in a consistent classroom for any time in the remaining 4 days? If not, how will the district ensure that the fully remote students will continue to get significant support from teachers? Our students and our teachers deserve a plan that maximizes the support for both hybrid and remote options. Teachers are working around the clock and doing all they can to support each student. Asking them to manage in person, hybrid remote, and hybrid without additional support is asking them to do the impossible. Without consistent support for fully remote students, more families will choose to homeschool or leave the district. I hope that as the plans for remote and hybrid this week are established, the administration will keep the wellbeing of the teachers and students and quality of instruction provided to childrens at the forefront, no matter what plan families choose. Thank you again for your efforts to ensure the safe return to school.

Erin Ottmar
232 West Street
Paxton

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POLICY RELATING TO BUDGET/FINANCE

BIDDING REQUIREMENTS

All purchases of materials and equipment and all contracts for services, construction or maintenance, not associated with an emergency, in amounts exceeding **\$10,000** ~~\$2,500~~ will be based upon competitive pricing. **Purchases under \$10,000 are to use sound business practices.**

An effort will be made to **solicit at least three** ~~procure multiple~~ quotations for all purchases in excess of **\$10,000** ~~\$2,500~~ **by using written specifications, except as exempted under Chapter 30B.** ~~Written specifications and competitive quotations/bids will be required for all procurements exceeding \$5,000 except as exempted under Chapter 30B.~~ All purchases over **\$50,000** ~~\$10,000~~ require bids in accordance with Chapter 30B.

Pursuant to M.G.L., when bidding procedures are used, bids will be advertised appropriately. Suppliers will be invited to have their names placed on mailing lists to receive invitations to bid. Specifications will be mailed **electronically** to all merchants and firms who have indicated an interest in bidding.

All bids will be submitted in sealed envelopes, addressed to the Chief Procurement Officer and plainly marked with the name of the bid and the time of the bid opening. Bids will be opened in public at the time specified, and all bidders will be invited to be present.

The District reserves the right to reject any or all bids and to accept the bid that appears to be in the best interest of the District. The District reserves the right to waive any informalities in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of the bids. Any bid received after the time and date specified will not be considered. All bids will remain firm for a period of at least 30 days after opening.

Provisions for bonding requirements will be made when it is deemed necessary to protect the interests of the District.

Provisions for vendor to declare conflicts regarding relatives or former employment status will be made when it is deemed necessary to protect the interests of the District.

The bidder to whom an award is made may be required to enter into a written contract with the District.

First Reading:	05/09/95
Second Reading:	05/23/95

Amendment First Reading:	03/11/08
Amendment Second Reading:	03/24/08

Re-Amendment First Reading:	10/13/20
Re-Amendment Second Reading:	

POLICY RELATING TO PUPIL SERVICES**APPRECIATION OF DIVERSITY**

The Wachusett Regional School District shall promote, teach, and encourage an appreciation and respect of diverse perspectives and identities, within the Wachusett District and beyond. ~~Committee shall provide a learning environment that promotes and encourages an appreciation of diversity.~~

Students and their individuality are to be valued and respected within District policies, practices, and regulations. ~~Individual differences of students are to be appreciated and respected within District policies and regulations. All students can expect to grow and learn without encountering harassment about individual differences.~~

All students can expect to participate in school-related activities without encountering any form of prejudice, bias, discrimination, bullying, or harassment, such that every individual feels a sense of belonging, connection and safety.

First Reading: 09/08/97

Second Reading: 09/22/97

Amendment First Reading: 02/14/05

Amendment Second Reading: 03/14/05

Re-Amendment First Reading: 03/27/06

Re-Amendment Second Reading: 04/12/06

Re-Amendment First Reading: 09/10/07

Re-Amendment Second Reading: 10/09/07

Re-Amendment First Reading:

Re-Amendment Second Reading:

WRSDC Amended Policy 6436

POLICY RELATING TO PUPIL SERVICES

FACE COVERINGS

The Wachusett Regional School District is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Massachusetts Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until the Superintendent has determined the policy is no longer required. The Superintendent will consult with the guidance from the Center for Disease Control (CDC), the Massachusetts Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH) when making this determination. The Superintendent may also decide to reengage this policy based on guidance from the aforementioned entities.

A face covering that covers the nose and mouth must be worn by all individuals in school buildings, on school grounds, and on school transportation, even when social distancing is observed. ~~Exempted from this policy are students in Grade 1 and below. Nonetheless, the District encourages students in Grade 1 and below to wear masks, if possible.~~

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:

The individual:

- has trouble breathing;
- is unconscious;
- is incapacitated;
- cannot remove the mask or face covering without assistance.

When following DESE guidelines for social distancing, masks may not be required under these specific scenarios: ~~Additionally, face masks or face coverings will not be required when DESE guidelines for social distancing for the specific scenario is enforced:~~

- during mask breaks;
- while eating or drinking;
- during physical education classes;
- while outside.

A student's mask or face covering is to be provided by the student's family. **The District is responsible for providing masks or face covering for staff.** Staff members are responsible **arriving at the building wearing** ~~for donning their own~~ face coverings.

POLICY RELATING TO PUPIL SERVICES

FACE COVERINGS (continued)

However, the District will supply disposable face covering for individuals who arrive at a building, or board school transportation, without one.

If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement or the requirement is lifted.

Visitors in violation of this policy will be denied entry to the school/district facility.

Exceptions to this policy for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse or local Board of Health. Exceptions to this policy for staff with medical issues, who are unable to wear masks, must be approved by the Director of Human Resources for the district in consultation with building administration and/or nursing staff. In cases where exceptions are granted, alternative measures or protocols may be required and agreed upon by relevant stakeholders.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 -
<https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

REFS.: Center for Disease Control and Prevention – Considerations for Wearing Masks -
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>
Massachusetts Department of Elementary and Secondary Education – Reopening Guidelines -
<http://www.doe.mass.edu/covid19/>
Commonwealth of Massachusetts – Mask Up MA! –
<https://www.mass.gov/news/mask-up-ma>

SOURCE: MASC – August 2020

First Reading: 8/24/20
Second Reading: 9/14/20

Amendment First Reading:
Amendment Second Reading:

WRSDC Amended Policy 6612.3

Education Subcommittee

Monday, November 9, 2020
6:00 p.m.Meeting to be conducted remotely, using Google MeetAGENDA:

- I Call to Order
- II Approval of Minutes
- III District Indicators/Benchmarks for Positive Growth in the District
 - Defining what to measure
 - Examining existing District tools
- IV Review of Existing Policies
 - Policy 3231 *Inclement Weather*
 - Policy 3360 *Independent Learning*
 - Policy 3611.4 *Enrichment*
- V Staffing Implications due to Enrollment changes
 - Current Class Sizes
 - Current Budget and Tiered Reductions
- VI Post-graduate Outcomes for Students
- VII Old Business
- VIII New Business
- IX Next Meetings
- X Resources
- 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

Wachusett Regional School District Committee

Monday, November 9, 2020
7:00 p.m.Meeting to be conducted remotely, using Google MeetAGENDA:

Session to discuss strategy for contract negotiations with bargaining unit (Teamsters Union Local 170 (paraprofessionals)), to report on progress of negotiations with the Wachusett Regional Education Association, Inc. (WREA) on 2020-2021 school reopening, and to provide an update and to discuss potential litigation, as the Chair deems discussions in public session would have an adverse effect on the District's bargaining position, to return to public session.

Public Hearing

Chair's Opening Remarks

Student Representatives' Reports

Superintendent's Report

- Discussion of Report
 - Recommendations Requiring Action by the School Committee
- Motion: To authorize the School Committee to appoint Fletcher Tilton, and Nuttall, MacAvoy & Joyce, P.C. as District Legal Counsel for the period July 1, 2020 – June 30, 2021

Unfinished Business

Secretary's Report

- Approval of the Executive Session Minutes of the WRSDC held on 8/24/2020
- Approval of the Executive Session Minutes of the WRSDC held on 9/14/2020
- Approval of the Executive Session Minutes of the WRSDC held on 9/29/2020
- Approval of the #1353rd Regular Meeting Minutes of the WRSDC held on 10/13/2020

Treasurer's Report/Financial Statements

Committee Reports

- Management Subcommittee
- Education Subcommittee
- Business/Finance Subcommittee
 - 1. Amended Policy 4323.2 Policy Relating to Budget/Finance Bidding Requirements – second reading
- Legal Affairs Subcommittee
- Superintendent Goals and Evaluation Subcommittee
 - 1. Motion: To recommend approval of the Superintendent's Goals 2020-2021
- Facilities and Security Subcommittee
 - 1. Amended Policy 6612.3 Policy Relating to Pupil Services Face Coverings – first reading
- Diversity, Equity, and Anti-Racism Subcommittee
 - 1. Amended Policy 6612.3 Policy Relating to Pupil Services Appreciation of Diversity – first reading

-
- Audit Advisory Board
 - Ad-Hoc Subcommittee
 - Building Committees
- 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

SEPAC Officers Meeting

Tuesday, November 10, 2020
6:30 p.m.

Meeting to be conducted remotely, using Google Meet

Management Subcommittee

Thursday, November 12, 2020
6:30 p.m.

Meeting to be conducted remotely, using Google Meet

Facilities and Security Subcommittee

Monday, November 16, 2020
TBD

Meeting to be conducted remotely, using Google Meet

Diversity, Equity, and Anti-Racism Subcommittee

Thursday, November 19, 2020
7:00 p.m.

Meeting to be conducted remotely, using Google Meet

Superintendent Goals and Evaluation Subcommittee

Wednesday, December 2, 2020
6:30 p.m.

Meeting to be conducted remotely, using Google Meet

AGENDA:

- I Call to Order
- II Approval of Minutes
- III Evaluation Timeline/Mid-year Review
- IV Discussion of 360° Feedback Process
- V Next Meeting
- 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

Education Subcommittee

Monday, December 7, 2020
6:00 p.m.

Meeting location and format TBD

Wachusett Regional School District Committee

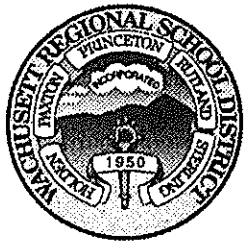
Monday, December 7, 2020
7:00 p.m.

Meeting location and format TBD

SEPAC Officers Meeting

Tuesday, December 8, 2020
6:30 p.m.

Meeting to be conducted remotely, using Google Meet



Attachment 2
November 6, 2020

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

Sent electronically
coachbogey@aol.com

November 5, 2020

Mr. Peter Bogren
c/o Paxton Town Hall
697 Pleasant Street
Paxton, MA 01612

Dear Mr. Bogren:

Please be advised that at the beginning of the regular School Committee meeting on Monday, November 9, 2020, the Wachusett Regional School District Committee will adjourn to executive session for the purpose of discussing strategies for negotiations, among other topics. This executive session should begin at approximately 7:00 PM and discussion of contract negotiations will be at the start of the executive session.

As the Municipal Representative, please attend this executive session if you are able. School Committee meetings are being held virtually and the Google Meet link to the executive session will be sent to you in advance of November 9th.

Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee

DM:rlp

Wachusett Regional School District Committee **Subcommittee Assignments** **2020-2021**

<u>Business/Finance</u>	<u>Education</u>	<u>Legal Affairs</u>	<u>Management</u>
Michael Dennis, Chair	Christina Smith, Chair	Scott Brown, Chair	Megan Weeks, Chair
Kenneth Mills, Vice-chair	Linda Long-Bellil, Vice-chair	Karl Ottmar, Vice-chair	Michael Dennis, Vice-chair
Maleah Gustafson	Krista Bennett	Robert Imber	Scott Brown
Benjamin Mitchell	Sherrie Haber	Megan Weeks	Kenneth Mills
Karl Ottmar	Robert Imber		Asima Silva
	Laura Kirshenbaum		Christina Smith
	Deidre Shapiro		Adam Young

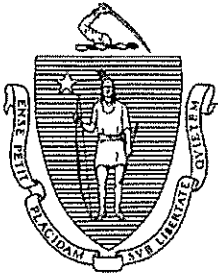
<u>Superintendent Goals and Evaluation</u>	<u>Facilities and Security</u>	<u>Diversity, Equity and Anti-Racism Subcommittee</u>
Kenneth Mills, Chair	Adam Young, Chair	Asima Silva, Chair
Laura Kirshenbaum, Vice-chair	Matthew Lavoie	Linda Woodland, Vice-chair
Ly Williamson	Linda Woodland	Nicole Amos
da Woodland		Melissa Ayala
		Krista Bennett
		Scott Brown
		Maleah Gustafson
		Laura Kirshenbaum
		Linda Long-Bellil

Attachment 3
November 6, 2020

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

<u>Audit Advisory Board</u>	
Benjamin Mitchell, Chair	Adam Young, Vice-chair

<u>School Council Liaisons</u>	
Central Tree Middle School – Matthew Lavoie	Mountview Middle School – Scott Brown
Choocksett Middle School – Kelly Williamson	Naquag Elementary School – Sherrie Haber
Davis Hill Elementary School – Kelly Williamson	Paxton Center School – Karl Ottmar
Dawson Elementary School – Laura Kirshenbaum	Thomas Prince School – Asima Silva
Glenwood Elementary School – Nicole Amos	WRHS – Kenneth Mills
Houghton Elementary School – Deidre Shapiro	Special Ed. Parent Advisory Council – Maleah Gustafson
Mayo Elementary School – Adam Young	ECC – Linda Woodland



Jeffrey C. Riley
Commissioner

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

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

MEMORANDUM

To: Superintendents and Charter School Directors
From: Jeffrey C. Riley
Commissioner of Elementary and Secondary Education
Date: October 2020
Re: John and Abigail Adams Scholarship Letters for Students in the Class of 2021

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 2021 who have qualified to receive the John and Abigail Adams Scholarship based on their performance on the high school MCAS 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. To access your list, select "MCAS," then "MCAS Reporting," and finally your district and high school or charter school. Electronic versions of the student letters are now available on the MCAS Service Center website. **Guidance counselors should review the list of qualified students for their school and retain a copy of the letters in case a student misplaces their copy.** If counselors note discrepancies or have questions about the eligibility criteria, they should contact Student Assessment Services at 781-338-3625 or mcas@doe.mass.edu.

In early 2021, the Department will mail and post electronically the scholarship letters for any additional seniors who have qualified.

11/5/2020

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

Administrator Plan Form

DRAFT - WRSDC 11/03/2020

for approval by WRSDC 11/9/2020

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

Primary Evaluator—Name/Title: WRSDC

Student Learning Goal

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

Individual

x Team:

- By June of 2021, the Superintendent, and his team, will provide an outline identifying and prioritizing improvements to technology, resource acquisition, and newly discovered educational best practices that informs the vision of our next Strategic Plan.

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 ¹	Timeline or Frequency
<ul style="list-style-type: none">• Assess what is working with remote learning. How does the delivery of instruction need to change and how do we assess learning?	<ul style="list-style-type: none">• School administrative team• Superintendent/District level administration	<ul style="list-style-type: none">• 1/2021
<ul style="list-style-type: none">• Assess how learning has occurred best and identify areas that are working well and areas in need of improvement and share document with principals	<ul style="list-style-type: none">• Superintendent/District level administration• Teachers• Panorama• online assessments	<ul style="list-style-type: none">• 2/2021

<ul style="list-style-type: none"> • Assess how has occurred best and identify areas that are working well and areas in need of improvement and share document with principals • Document an examination of various learning models currently being utilized in comparable school districts • Draft an outline of what resources including technology, developed and shared with committee 	<ul style="list-style-type: none"> • Superintendent/District level administration • Teachers • School administrative team 	<ul style="list-style-type: none"> • 3/2021
	<ul style="list-style-type: none"> • Superintendent/District level administration • School administrative team 	<ul style="list-style-type: none"> • 3/2021
	<ul style="list-style-type: none"> • Superintendent/District level administration • School administrative team 	<ul style="list-style-type: none"> • 06/2021

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

Administrator Plan Form

District Improvement Goal

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

Individual

X Team:

- By June of 2021, the Superintendent, working with district and school leadership, will promote diversity, equity, and inclusion District-wide by defining and outlining sustainable practices needed to transform our culture.

District Improvement 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 ¹	Timeline or Frequency
<ul style="list-style-type: none">• Lead discussions on diversity, equity and inclusion during monthly PLT meetings. Minutes of meetings, study guides, questions.	<ul style="list-style-type: none">• Case Studies on Diversity and Social Justice Education• Unconscious Bias in Schools• Superintendent/District level administration	<ul style="list-style-type: none">• 12/2020 through 06/2021
<ul style="list-style-type: none">• Conduct a Book Study using Unconscious Bias in Schools.	<ul style="list-style-type: none">• Book: Unconscious Bias in Schools• Book: Case Studies on Diversity and Social Justice	<ul style="list-style-type: none">• 12/2020 through 06/2021

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

<ul style="list-style-type: none"> • Collect anecdotal feedback from administrators on what they feel next steps are for them - school and leadership team • Research and secure external strategic partnership(s) to develop sustainable, multi-year effort to embed equitable mindsets and practices at all levels District-wide • Develop preliminary multi-year plans, in collaboration with external partner, to embed equitable mindsets and practices at all levels District-wide 	<ul style="list-style-type: none"> • Exit surveys/Minute paper • Central Office administration conducting outreach and meeting with potential partners • District and building-level administration collaborating to align plan to existing and new school structures and practices 	<ul style="list-style-type: none"> • 02/2021 • 03/2021 • 06/2021
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Administrator Plan Form

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

Primary Evaluator—Name/Title: WRSDC

Professional Practice

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

Individual

x Team:

- By June of 2021, the Superintendent will establish and implement a system that enhances the communication between home and school for all families with school aged children who reside within the district.

Professional Practice 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 ¹	Timeline or Frequency
<ul style="list-style-type: none"> • Utilize DESE Building Blocks of Equitable Remote Learning program 	<ul style="list-style-type: none"> • Superintendent/District level administration • https://app.equitableremotelearning.org/communicate-clearly 	<ul style="list-style-type: none"> • 12/2020
<ul style="list-style-type: none"> • Analyze current system to determine what has worked well, what has not worked, and what needs to be repaired 	<ul style="list-style-type: none"> • Superintendent/District level administration • School administration • Staff • Families 	<ul style="list-style-type: none"> • 01/2021
<ul style="list-style-type: none"> • Identify the primary source of information and outline the system and organization of distribution. 	<ul style="list-style-type: none"> • Superintendent/District level administration • School administration 	<ul style="list-style-type: none"> • 03/2021

<ul style="list-style-type: none"> • Work with administrative team on development of communication plan and share with community 	<ul style="list-style-type: none"> • Superintendent/District level administration • School administration 	<ul style="list-style-type: none"> • 06/2021
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*Additional detail may be attached if needed.

District Improvement

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

Individual

x Team:

- By June 2021, the District will create a plan of action that proactively addresses student retention issues in the school district.

Professional Practice 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 ¹	Timeline or Frequency
<ul style="list-style-type: none"> Review data trends concerning retention of students 	<ul style="list-style-type: none"> Superintendent/District level administration School administration 	<ul style="list-style-type: none"> 12/<u>2020</u>
<ul style="list-style-type: none"> Review NESDEC and other relevant documentation pertaining to current and projected enrollments 	<ul style="list-style-type: none"> Superintendent/District level administration 	<ul style="list-style-type: none"> 12/2020
<ul style="list-style-type: none"> Survey, Town Hall meetings, listening forums, with families concerning reasons for students being unenrolled in the WRSD 	<ul style="list-style-type: none"> Superintendent/District level administration 	<ul style="list-style-type: none"> 02/2021
<ul style="list-style-type: none"> Gather and analyze student retention trends through direct conversations 	<ul style="list-style-type: none"> Superintendent/District level administration School administration 	<ul style="list-style-type: none"> 03/2021
<ul style="list-style-type: none"> Assess survey results and data trends 	<ul style="list-style-type: none"> Superintendent/District level administration School administration 	<ul style="list-style-type: none"> 04/2020

<ul style="list-style-type: none"> • Work with administrative team on creation of plan and share with community 	<ul style="list-style-type: none"> • Superintendent/District level administration • School administration 	<ul style="list-style-type: none"> • 06/2020
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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))

Attachment 8
November 6, 2020

COLLECTIVELY BARGAINED AGREEMENT
BETWEEN THE
WACHUSETT REGIONAL EDUCATION ASSOCIATION, INC. - UNIT B
AND THE
WACHUSETT REGIONAL SCHOOL DISTRICT

JULY 1, 2020 THROUGH JUNE 30, 2021

Preamble

Pursuant to the provisions of Chapter 150E of the Massachusetts General Laws (MGL), this Agreement is made between the Wachusett Regional School District, hereinafter referred to as the “District,” and the Wachusett Regional Education Association, Inc., hereinafter referred to as the “Association” or the “W.R.E.A.”

The provisions of this Agreement listed below shall supersede and take precedent over any and all like provisions, practices, or interpretations contained in collective bargaining agreements entered into prior to the effective date of this Agreement.

The parties recognize that this Agreement sets expectations for employment between and among the District and the members of the Association. The parties recognize that this Agreement has as its goal the engagement of students in learning and their academic achievement.

NOTE: Wherever this Agreement refers to “employee,” that term means “member of the bargaining unit.” Wherever this Agreement refers to “District” or “Superintendent” these terms mean the “Superintendent or designee” and denotes an administrative function.

ARTICLE 1

Recognition

For the purposes of collective bargaining with respect to wages, hours, other conditions of employment, the negotiation of collective bargaining agreements, and any questions arising thereunder, the District recognizes the Association as the exclusive bargaining agent and representative of all full and part time Speech Therapy Assistants, Certified Occupational Therapy Assistants and Physical Therapy Assistants, herein at times referred to as SLPA, COTA, and PTA respectively and excluding all other employees.


ARTICLE 2

Continuation of Old Agreement and Complete Agreement

- A. 1. The effective date of this agreement shall be upon the signature of both parties. All provisions for school year employees shall be effective July 1, 2020 and shall continue up to and including June 30, 2021 and shall thereafter automatically renew itself for successive terms of one year unless by the October 1 prior to the expiration of the contract year involved, either the District or the Association shall have given the other written notice of its desire to modify or terminate this Contract; whereupon the parties shall meet in good faith negotiations for a successor agreement. During negotiations this contract shall remain in effect in its entirety.
2. Full year employees will remain on the same salary and benefit structure until the start of each new school year.
- B. This contract represents the entire agreement of the parties. There are no inducements, promises, terms, conditions, or obligations made or entered into by either party other than those contained herein. This agreement fulfills and resolves all outstanding grievances existing prior to its effective date.

Wachusett Regional School District

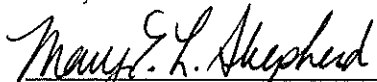
By:


Darryll McCall, Ed.D.
Superintendent of Schools

Date: 10/7/20

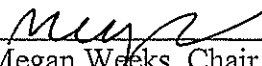
Wachusett Regional Education
Association, Inc.

By:


Mary E. Lampron-Shepherd
President

Date: 10/8/2020

By:


Megan Weeks, Chair
Wachusett Regional School District Committee

Date: 10/9/20

ARTICLE 3

Waiver

In the event that any provision of this agreement is or shall at any time be declared contrary to law, and as a consequence thereof, bargaining unit members would lose a benefit which they currently possess under this agreement, the parties agree to negotiate a replacement benefit of comparable value. All other provisions of this agreement shall continue in effect.

ARTICLE 4

Just Cause

After one (1) year from the date of initial employment, no member of the bargaining unit covered by the recognition clause of this contract shall be suspended without pay or discharged without just cause. Nothing in this article shall limit the parties' rights as outlined in the Massachusetts General Laws.

ARTICLE 5

No Strike

Both parties to this agreement agree to abide by MGL, Chapter 150E, Section 9A.

ARTICLE 6

Management Rights

The District retains and reserves all regular and customary functions of management and all powers, rights, and duties it has under law, except as abridged, delegated, granted, or modified by this Agreement. The District reserves the right to subcontract services provided that the subcontracting does not result in the layoff of a bargaining unit member.

ARTICLE 7

Grievance Procedure

A. Definition

Any claim or complaint by the Association or one or more members thereof that there has been a violation, misrepresentation, or misapplication of this Agreement relating to wages, hours, or other conditions of employment shall be a grievance, but matters covered by applicable law or by regulation of any agency having jurisdiction over the parties hereto shall not be deemed a grievance.

B. Purpose

1. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems, which may from time to time arise under this Agreement affecting the working conditions of employees covered by this Agreement.
2. Both parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

C. Informal Procedure

1. Nothing herein contained shall be construed as limiting the right of any employee covered by this Agreement having a grievance to discuss that matter informally with any appropriate member of the administration, and to have the grievance adjusted on such a basis without bringing in the Association, provided the adjustment is not inconsistent with the terms of the Agreement.
2. A written copy of the adjustment shall be forwarded to the W.R.E.A. president and the Superintendent from both parties within five (5) school days of the decision.
3. At the option of the employee covered by this Agreement, a representative of the Association will be given the opportunity to be present at the conclusion of the informal procedure and to state its views. It is understood that only by the procedure delineated in Section D below may a party proceed to Level Three arbitration.

D. Formal Procedure

Level One Principal

1. An employee covered by this Agreement who has a grievance will first set forth his/her grievance in writing on the Grievance Report attached to this Agreement APPENDIX B, Grievance Report and submit it to the principal within twenty (20) school days from the date of the event or events giving rise to the grievance or within twenty (20) school days from the date the grievant was aware of, or reasonably should have been aware of, the event or events giving rise to the grievance, but not to exceed sixty (60) school days from the event or events giving rise to grievance. Said grievance shall include the provision(s) of the contract that the grievant(s) contend(s) was (were) violated or misapplied.
2. For the purposes of this Article, a school day is defined as a day school is actually in session.
3. The principal has five (5) school days to meet with the grievant.
4. Following this meeting, the principal has five (5) school days to render a written decision.

Level Two Superintendent

1. If the grievant is not satisfied with the disposition of the grievance at Level One or if no written decision has been rendered within the time limits set forth in Level One, the grievant must file an appeal within twenty (20) school days after the written decision was due at Level One.
2. Such appeal shall be in writing, setting forth the details of the grievance, the applicable provisions of the Agreement, and the decision, if any, rendered at Level One.
3. Within ten (10) school days after the receipt by the Superintendent or designee of the written grievance, the Superintendent or designee shall meet with the Association and the grievant.
4. Within ten (10) school days, the Superintendent shall render a decision in writing.

Level Three: School District

1. The School District may designate a subcommittee to hear grievances in accordance with the process set forth below. The subcommittee shall have the authority to settle all grievances with the Association that are heard at Level 3 of the grievance procedures in this agreement.
2. If the grievant is not satisfied with the disposition of the grievance at Level Two or if no written decision has been rendered within the time limits set forth in Level Two, the grievant must file an appeal within twenty (20) school days after the written decision was due at Level Two.
3. Such appeal shall be in writing, setting forth the details of the grievance, the applicable provisions of the Agreement, and the decision, if any rendered at Level Two.
4. Within ten (10) school days after the receipt by the School District or designee of the written grievance, the School District shall schedule a hearing with the Association and the grievant in executive session at the next regularly scheduled School District meeting.
5. Within ten (10) school days, the School District shall render a decision in writing.

Level Four Arbitration

1. If the grievant is not satisfied with the decision of the School District has rendered no decision, the Association may, within fifteen (15) school days thereafter, submit the grievance to arbitration by notifying the Superintendent in writing of its desire to have the grievance arbitrated.

2. The Association may submit the grievance to the American Arbitration Association to be arbitrated in accordance with its current rules.
3. The decision of the arbitrator shall be final and binding.
4. The arbitrator's decision shall be submitted within thirty (30) days from the date of the hearing completion.
5. The costs of the arbitrator shall be shared equally by the District and the Association, including per diem expense, if any, and actual and necessary travel and subsistence expenses.
6. The arbitrator's award shall be in writing and shall set forth the findings of fact, reasoning, and conclusions. The arbitrator shall have no power to add to, subtract from, or modify any of this Agreement.

E. Miscellaneous

1. All written grievance communications, documents and records shall be maintained in a file separate from the personnel file of any employee involved in a grievance proceeding. Unless requested in writing to do otherwise by all employees named in such records, any documents, communications and records dealing with the processing of the grievance will be kept in the strictest confidence.
2. The Superintendent will, upon request in writing, make available to the Association, school department records, including employee personnel files, when authorized by the employee whose file is requested, and documents in its possession necessary to the processing of any grievance.
3. Every effort will be made by all parties in interest to schedule grievance and/or arbitration sessions in the participants' nonworking hours or after school. However, arbitration proceedings may be scheduled by the District or its agent during the school day.
 - a. One (1) Association representative will be released from assigned duties to attend arbitration hearings scheduled during the school day.
 - b. Employees will be released from assigned duties without loss of pay as necessary and as required by any party in interest, to permit participation in the proceedings as a witness.
 - c. Such witness will be covered for the amount of time necessary to travel to and from the hearing and to testify at said hearing.
4. Any grievance that is Bargaining Unit Member(s) or Building specific shall be filed at Level One; all others may be initiated by the Association at Level Two. The Superintendent may remand any matter initially filed at Level Two to the Building Level for a period of ten (10) school days.

5. The District and the Association view the grievance and arbitration procedure, as a problem solving procedure, which may be used with impunity.
6. If the grievant fails to present the grievance at each level in writing within the specified time, said grievance shall be considered to be waived.
7. By mutual agreement, the parties may agree to extend any of the time limits delineated in this Article.

ARTICLE 8

Reduction in Force (RIF)

It is recognized that it is within the sole discretion of the School District and the Superintendent to reduce the staff, if necessary, because of a decrease in enrollment, a decrease in revenues, or for any other reason sufficient under the General Laws of this Commonwealth. Members of the bargaining unit with less than three years of service are not covered by the reduction in force language. Any implementation of reduction in force not in accordance with these procedures may be subject to grievance, arbitration, or bargaining at the election of the Association. The reduction shall be accomplished as follows:

A. Order of Reduction

1. Length of Service shall be an employee's length of uninterrupted service in the Wachusett Regional School District, measured from his/her first scheduled workday.
2. Authorized leaves of absence shall not be considered interruption of service for the purposes of this Article only.
3. In the event two or more employees have equal length of service, then the more senior person shall be determined by a coin flip.
4. Section a below shall remain in full force and effect until such time that the parties reach agreement and ratify appropriate changes to the evaluation procedures as described in Article 16 below. Following that agreement, section a shall sunset and be replaced with:

Reductions in force shall occur within categories (OTA, PTA, SLPA) and shall be based on an employee's qualifications. Qualifications shall include job performance and the best interest of the students as defined by the annual evaluations conducted consistent with Article 16. In the event that qualifications are equal, the less senior employee shall be reduced.

- a. Reduction in force shall be determined within categories (SLPA, OTA, PTA) and by the criteria as defined in subsections 1 and 4 above.

B. Notification

The Superintendent shall provide written notice to the Association and notification by certified mail at the address of record to the employee(s) to be affected by reduction in force, providing reasons therefore, as soon as reasonably possible prior to the start of a school year. It is the sole responsibility of the employee to keep the District informed of any changes in his/her address of record.

C. Recall

1. Any reduced employee laid off pursuant to this article shall have the rights to any position for which he/she is licensed for a period equal to the number of years of service to the District but not more than two years commencing from date of notification. Such recalled employee shall be placed on the salary schedule at no lower level than he/she would have attained in the year following lay off and with continued seniority. Further, the recalled employee shall be granted any benefits he/she had accrued up to the point of his/her termination.
2. Reduced employees shall be recalled in their inverse order of the reduction.
3. The Superintendent shall notify, by certified mail to his/her last address of record, a reduced employee to be recalled. If a reduced employee fails to notify the Superintendent within fifteen (15) days from the date of mailing of said notice, he/she shall forfeit all such recall rights. It is the sole responsibility of the reduced employee to keep the District informed of any change in his/her address of record and licensure status.

D. Attrition

To the extent possible and practical, normal attrition will be used to accomplish any reduction in force.

E. Miscellaneous

The Superintendent will make every effort to provide alternative opportunities for displaced employees wherever possible in accordance with this Article.

F. Introduction of Change

1. Technology shall be used as a tool to enhance the services to students and shall not be used for the purpose of Reduction in Force. Bargaining unit members are responsible to upgrade their skills in the uses of technology.
2. The District and Association agree to work collaboratively and cooperatively to improve the skills of members of the bargaining unit.
3. Members of the bargaining unit will not be reduced in force as a result of sub-contracting services.

ARTICLE 9

Vacancies, Promotions and Transfers

- A. Whenever any vacancy in a bargaining unit position occurs, the vacancy will be publicized by notice on the bulletin boards within the schools.
- B. During July and August, the District shall notify the President of the Association of any such vacancy and provide a public information recording listing all vacancies in the District as described above, which will be updated biweekly.
 - 1. Position(s) will be posted internally for a minimum of seven (7) calendar days before being filled.
 - 2. The qualifications for a position and its duties shall be included in the posting.
 - 3. The District will interview at least three (3) qualified applicants from within the bargaining unit. If there are fewer than three (3) qualified applicants from within the bargaining unit, all qualified bargaining unit members will be interviewed.
 - 4. If the principal, in his/her sole discretion, does not select any of the candidates from within the bargaining unit, the position may be filled by a candidate who is not a member of the bargaining unit.
- C. For bargaining unit members, at the end of the first or second year of the transfer position, either the bargaining unit member or the principal, in his/her respective discretion, may require a transfer back to the previous year's position, provided that the position (or comparable position) is available.
- D. The provisions cited in this Article dealing with the principal's exercise of discretion shall not be subject to the grievance and arbitration procedures outlined in this Agreement.
- E. For newly employed members of the bargaining unit, initial salary step placement shall be at the District's discretion. Academic credentials shall determine lane placement.
- F. The District shall make every effort to fill permanent vacancies in a timely manner with permanent replacements who are members of the bargaining unit. For the purposes of this section, a six month period is considered a reasonable period while a two year period is considered to be an unreasonable period.

ARTICLE 10

Involuntary Transfers

- A. Involuntary transfer will occur only when necessitated by unusual situations or during reduction in force situations.
 - 1. An unusual situation is defined as any situation where involuntary transfer would be in the best interest of the individual employee and the District as determined by the Superintendent.
 - 2. Reduction in force situations would include any situation where an involuntary transfer would be necessitated by programmatic changes implemented by the District.
- B. When involuntary transfers are necessary, a meeting may take place, at the affected member's request, with the member(s) involved, the Superintendent and the Association president at which time the member(s) will be notified of the reason for the transfer.

ARTICLE 11

Provisions for the School Year and Calendar

- A. The bargaining unit member's work year shall consist of 182 workdays to include 180 student days, one (1) staff orientation day, and one (1) staff development day as determined by the member.
- B. Prior to finalizing the school calendar, the District will provide the Association the opportunity to have input.
- C. The District and the Association agree that the overall traditional recesses in the school year shall be maintained.
- D. The school year MAY begin on the Monday before Labor Day.
- E. The school year will end no later than June 30.
- F. Itinerant service providers shall not be assigned duties.

ARTICLE 12

Provisions for the Work and School Day

- A. The workday for bargaining unit members shall begin no earlier than 7:00 AM and end no later than 3:45 PM.

- B. If there is a delay in the opening of school or early closure, the delayed opening/early closing shall apply to all members of the bargaining unit without loss of compensation.
- C. Workday
 - 1. The workday for bargaining unit members will be a contiguous range of seven (7) to seven and one-half (7 ½) hours, which includes a thirty (30) minute unpaid lunch period and to include any before or after school duties.
 - 2. Bargaining unit members will be provided time during the work day for responsibilities relating to licensure, recordkeeping and other duties assigned by the Director.
- D. Other Work Provisions
 - 1. The member's workday shall include a contiguous thirty (30) minute duty free lunch.
 - 2. Other than duty free lunch, bargaining unit members will not leave the building without authorization of the building principal/designee excepting in emergencies when the principal/designee will be notified of the nature of same or in the case of itinerant positions.

ARTICLE 13

Working Conditions

A. General Conditions

Although the principal responsibility of unit members is to function within their area of licensure or expertise, all members of the bargaining unit contribute individually and collectively to the successful operation of school buildings, the school District, and the education of the students therein.

- 1. In assigning students to members, the administration shall make every effort to work with staff to determine appropriate caseload relative to educational, safety and financial considerations. Appropriate case load includes: work load, assignment, distribution and balance of case load, non-teaching duties, and similar matters and shall be done in a fair, impartial, and equitable manner.
- 2. Members of the bargaining unit accept responsibility for classroom order and management. In the event that individual student behavior becomes disruptive to the education of others in the class, bargaining unit members shall receive administrative support.

ARTICLE 14

Staff Development Planning

- A. Utilization of staff development time referenced in this Article shall be developed with input from the Association annually. Consideration shall be given to school/department site activities, varied experiences and opportunities.
- B. This time shall be planned so as to provide eligibility for credit necessary to maintain licensure/certification. Individual groups of members may submit proposals to the Principal, for Superintendent and Principal approval, for staff development programs for these days.
- C. Bargaining unit members may submit proposals for the first professional development day to their building administrator and/or Superintendent prior to June 30th of the preceding school year and prior to December 31st for the second professional development day of that respective school year.
- D. Recognizing the importance of professional development in maintaining a highly qualified staff, the District shall allow members of this bargaining unit access to the sum of money each fiscal year equal to two times the Masters, Step 1 salary for that year that is set aside for the WREA Unit A. These funds will be for the specific use by the members of the WREA to help defray the costs associated with professional development.
 - 1. These costs may include, but are not limited to, conference expenses, school visits, course fees, travel directly associated with professional development, and workshop fees for WREA members attending professional development.
 - 2. WREA members who wish to avail themselves of professional development opportunities as outlined in this article may apply to the District in writing for payment up to, but not exceeding, the costs associated with such professional development, pending administrative approval. The District reserves the right to retroactively increase funding if all professional development monies have not been requested by June 1 of the school year.
 - 3. Any monies that have not been spent during the current school year will be forfeited.
 - 4. When possible, WREA requests for administrative approval and payment under this article must be made, in writing at least ten (10) school days prior to the opportunity and also must contain an explanation of the educational value of the request.
 - 5. Upon completion of professional development as outlined in this article, members may be requested to share this experience in writing and/or in person with other members of the District staff.

ARTICLE 15

Complaints and Discipline

- A. Any complaints (except charges of criminal conduct or administrative complaints of a nonacademic nature) regarding a member of the bargaining unit made by any parent, student or other person, and impelling some official cognizance by the Superintendent, shall be promptly called to the attention of the employee in order that the employee may rectify the situation or answer such complaints.
- B. The bargaining unit member will be first notified of the charges to be proffered against him/her and will be entitled to have representation of his/her own choice present during the discipline session.
- C. Every effort will be made to treat professional staff in a professional manner.

ARTICLE 16

Evaluation System

Upon ratification of this agreement by both parties, the parties agree to establish an Evaluation Committee, composed of at least three (3) members of the association as appointed by the President and representatives of the Administration to meet at least monthly. This committee shall develop a new evaluation system that will provide feedback to employees, in the form of commendations and recommendations for improvement and allow for targeted feedback on the practice of the employees with input from their immediate supervisor.

ARTICLE 17

Provisions for Leave

Under extraordinary circumstances not covered below, a member of the bargaining unit may apply to the District for special leave consideration.

- A. Sick Leave
 - 1. A member of the bargaining unit with less than five (5) years of service shall earn sick leave at the rate of one and two tenths (1.2) days per month of employment; such annual accrual shall be capped at twelve (12) days per year and a member may carryover a maximum of one hundred eighty (180) days each school year.
 - 2. Any member of the bargaining unit with at least five (5) years of service shall earn sick leave at the rate of one and one half (1.5) days per month of employment; such annual accrual shall be capped at (15) days per year a member may carryover a maximum of one hundred eighty (180) days each school year.

3. A member of the bargaining unit, absent due to sickness or injury, shall notify his/her supervisor as early as possible before the starting time of the school day on each day of absence.
4. The District may require a medical examination of any member of the bargaining unit claiming leave under this Article in its discretion. Such examination is to be at the expense of the District by a physician selected by it.
5. In the case of absence due to an industrial accident, the District agrees to allow the member of the bargaining unit to make up the difference between regular take home pay and the amount received from workers' compensation. The amount of such difference shall be charged against the employee's accrued sick leave. If no sick leave is available, the employee may not recover any difference in pay.
6. For illness of the member of the bargaining unit member's immediate family, which necessitates the bargaining unit member's absence from school, up to five (5) days per year may be charged to the bargaining unit member's personal sick leave.

B. Personal Leave

1. All members of the bargaining unit shall be entitled to three (3) personal days per year, for the purpose of conducting personal business that must be conducted during regular work hours, two (2) days of which can be used consecutively for reasons such as weddings and graduations that require travel. Personal days require the prior approval of the Superintendent or designee and are at full pay. The District reserves its right to make requests regarding the use of personal time by Association members when adherence to the definition of personal time is in question.
2. In cases of emergency, the notice requirement may be waived at the discretion of the District. The District shall reply to said requests promptly.
3. Bargaining unit members' unused personal days shall be converted to unused sick days and be added to the members' total sick day accrual at the end of the school year. Bargaining unit members may carryover one (1) unused personal day per year with a cap of four (4) personal days allowed.
3. The following list of reasons for personal days is considered examples acceptable by the District: family medical appointment, legal matters, graduations, funerals, personal real estate transactions, and estate or inheritance transactions.

C. Bereavement Leave

1. In the event of the death of a member of an employee's immediate family (e.g., husband, wife, parent, parent-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law, stepchild, grandparent, grandchild and

domestic partner), the employee will be allowed to take up to five (5) bereavement days per event.

2. Members of the bargaining unit will be granted one (1) day at full pay per event on the death of an aunt, uncle, niece, or nephew who lives at an address other than that of the employee.
3. In cases where there is a documented need to travel out of the area for funeral services, the employee may appeal for additional bereavement day(s).

D. Adoption Leave

1. Adoption Leave: In the case of an adoption, the member will be allowed up to eight (8) weeks leave. Accumulated sick and personal leave may be applied during the leave period for up to five (5) family illness days in accordance with section A (6) which an attending physician certifies the need for parental care rendering the employee unable to work.

E. Parental Leave and Child Rearing Leave

A member of the bargaining unit who has completed three (3) or more months (90 calendar days) of continuous and unbroken service within the system shall be eligible for parental leave, as described in the sections below of this article, if the member of the bargaining unit provides to the Superintendent or his/her designee written notice at least two (2) weeks in advance of the expected departure date and of the intention to return to employment in the system.

1. Parental Leave. Pursuant to the MGL, Chapter 149, Section 105d, each employee shall be entitled to up to eight (8) weeks of parental leave without pay for the purpose of giving birth or for the placement of a child under the age of 18, or 23 if the child is mentally or physically disabled, for adoption with the employee who is adopting or intending to adopt a child. If there are two (2) employees employed by the District, they will only be entitled to eight (8) weeks of parental leave in the aggregate for the birth or adoption of the same child.
 - a. Accumulated sick leave may be applied to those days during the maternity leave period for which the female's attending physician certifies that she is disabled and unable to work.
 - b. In cases of miscarriage or stillbirth, the employee may return earlier than originally intended by so notifying the Superintendent or his/her designee.
2. Child Rearing Leave. At the end of the maternity leave (or with the arrival of an adopted child), child rearing leave may be granted at the discretion of the Superintendent, after the written request of the employee for a period of up to the remainder of the school year. A member of the bargaining unit may apply for

additional unpaid leaves of absence, subject to the Unpaid Leave provision detailed below.

3. Return From Leave. The member of the bargaining unit is entitled to return to a similar position with at least the same salary level and benefits coverage for which the member of the bargaining unit was eligible under the contract in force on the date that the member's leave commenced (subject to exceptions defined in MGL, Chapter 149, Section 105d).
 - a. During extended child rearing leave, the member of the bargaining unit shall not accrue time toward sick leave, seniority or other advantage or right of employment normally incidental to the employee's position, provided, however, that upon return to work such employee shall be granted all leave, seniority and length of service credit which he or she had at the start of the extended child rearing leave.
 - b. In cases where the member of the bargaining unit has completed half of the school year in which leave commences, the member of the bargaining unit will be eligible for customary salary progression upon return.
 - c. In cases where the member of the bargaining unit has been granted a child rearing leave for the remainder of the school year, said teacher must notify the District of his/her intention to return to his/her position in the following school year by February 1 of the school year in which the leave is taken.
4. Family and Medical Leave. Up to twelve (12) weeks of leave may be granted to eligible members of the bargaining unit for family and medical leave purposes in accordance with the Federal Family and Medical Leave Act of 1993. Members of the bargaining unit may use their accrued sick and/or personal time prior to Family Medical Leave or they may retain any personal and/or sick days which have accrued prior to going on unpaid leave. Members are encouraged to contact the WREA and/or the WRSD for clarification when contractual Provisions for Leave are combined with Family Medical Leave benefits.

F. Military Leave

An employee in the Armed Forces Reserve or the National Guard, who shall be required to and does attend annual active duty for training, shall be paid the difference between compensation regarding official government records, and his/her regular compensation; provided that such military leave does not exceed seventeen (17) days in any twelve (12) month period, and shall not include payment to members of the Armed Forces Reserve or National Guard who may be mobilized during an emergency.

G. Court/Jury Duty

In accordance with MGL, Chapter 234A, any employee required to serve jury duty shall be paid the difference, if any, between his/her regular wages and the jury duty

pay, over and above the amount he/she receives for jury duty, exclusive of allowance for travel and meals.

H. Unpaid Leave

A member of the bargaining unit covered by this Agreement may, upon application to the District, be granted authorized absence without pay.

1. Leave of absence without pay of up to one (1) year may be granted to any recognized member of the bargaining unit, at the discretion of the District. When applying for such leave, the employee must include the reason for said request. A member of the bargaining unit may apply for additional unpaid leaves of absence.
2. If the stated purpose for the requested leave changes before or after its approval, the member of the bargaining unit must immediately notify the Superintendent and such member of the bargaining unit may be subject to immediate recall.
3. Continued participation in the District's insurance coverage plans shall be allowed for all employees on approved leaves of absence, provided the bargaining unit member pays 100% of the premium.

I. General Provisions on Return from Leave

All salary and benefits to which a member of the bargaining unit was entitled at the time the leave of absence commenced including unused accumulated sick leave shall be restored upon return, and he/she shall be assigned to a similar position to that held at the time said leave commenced. If the same position is not available, the employee will be assigned to the most nearly equivalent position.

J. Sick Bank Leave

Members of the WREA Unit B shall be eligible to join WREA Unit A Sick Bank as described below:

1. Any actively employed member of the bargaining unit covered by this agreement is eligible for membership in this sick bank. WREA members will notify the Sick Bank Committee by October 1st, or within sixty (60) days of hire, that they want to contribute to the sick bank.
2. Any contributing member of this sick bank is eligible to receive benefits.
3. Membership in this bank shall be voluntary. Each member shall make an initial non-returnable contribution of two (2) sick days.
4. If the bank's total number of accumulated days falls below five hundred (500), members shall contribute one (1) day every successive year until the member has

contributed a total of five (5) sick days, as deemed necessary by the Sick Leave Bank Committee.

5. Any sick day contributions made to the bank will be permanently deducted from the Member's sick day total (i.e., a member who donates five (5) days would have a sick leave cap of one hundred seventy-five (175) days permanently).
6. Any Sick Bank days shall be carried over to successive years.
7. Sick Bank days may only be drawn after an applicant has exhausted all accumulated or accrued sick days.
8. Sick Bank days may only be granted for the applicant's extended disability resulting from illness and/or accident.
9. The Sick Bank shall be administered by a Sick Bank Leave Committee consisting of five (5) WREA members, designated by the President or his designee. Decisions by the Committee require a majority vote (3).
10. Applications for benefits can be made by an active, contributing member of the Sick Bank. Applications must be in writing, and at least twenty (20) days prior to the point at which the employee's sick leave is exhausted. (For extenuating circumstances the twenty (20) day waiting period can be waived.) The application must be accompanied by a doctor's letter certifying the need for extended leave and estimating the number of days needed for recovery.
11. The Sick Bank Leave Committee cannot act without a physician's statement.
12. The initial grant of sick leave by the Sick Bank Leave Committee cannot exceed twenty (20) days. Additional leave may be extended upon reconsideration of need by the Sick Bank Leave Committee.
13. The decision of the above Sick Bank Leave Committee shall be final and binding upon the teachers, the Committee, and the Association with respect to the administration of the sick leave bank and shall not be subject to grievance or arbitration.

ARTICLE 18

Personnel Files

A. Storage and Viewing

All personnel files dealing with employees covered by this agreement shall be housed at the Office of the Superintendent or other place as designated by the Superintendent or designee. Supporting documentation, including notes, preliminary evaluations, or any similar type of material may be retained by administrative personnel in the

personnel file, even after an evaluation or report that is filed in the personnel file has been completed.

B. Examination of Files

1. The member of the bargaining unit covered by this agreement may examine all material in his/her personnel file, as provided in MGL, Chapter 149 Section 52C and Chapter 71 Section 42C. Any document that the employee wishes to copy shall be subject to a reasonable copying fee established by the District.
2. Only authorized members of the District administration, clerical personnel in the Superintendent's Office, or a designated agent of the District shall have access to the contents of any employee's personnel file without the written consent of that employee.

C. Right to Review

Employees covered by this agreement shall have the right to review and respond to any material placed in his/her file with said response placed in the file.

D. Derogatory Material

1. The bargaining unit member will acknowledge that he/she has had the opportunity to review such material by affixing his/her signature to the copy to be filed with the express understanding that such signature in no way indicates agreement with the contents thereof.
2. Derogatory material not referenced in ARTICLE 15, which relates to an event or events that the District was aware of, or reasonably should have been aware of, may not be entered into the file after a period of sixty days of the date of the event or the knowledge thereof.

ARTICLE 19

Payroll Deductions

A. Method of Salary Payment

Unit B staff are hourly employees working during the school year and will be compensated over a traditional school year pay cycle of 21 bi-weekly pay periods. Weekly timesheets should be completed and sent to Payroll for the District's bi-weekly pay period.

B. Stipends

The employee will be paid for work done throughout a period of time in two equally-spaced payments, the first payment equal to one-half the stipend paid halfway through the period of service, and the remaining half at the completion of service.

C. Credit Unions, TSA's etc.

Payroll deductions for the IRA's, TSA's, retirement, stipends, savings accounts, insurance, and teachers association dues but not limited to these shall be made by the payroll department according to law.

D. Section 125 Deductions

1. Employee contributions toward medical insurance coverage can be excluded from taxable income, maintained by the District under Section 125 of the Internal Revenue Code of 1986, and the regulations issue there under as from time to time are amended, supplemented, and superseded by laws of similar effect.
2. At the time of employment, employees may elect to take advantage of Section 125.

E. Direct Deposit

At the employee's request, the District shall make direct deposit payments to a financial institution that participates in direct deposit.

ARTICLE 20

Personal Injury and Indemnification

- A. Members of the bargaining unit shall be eligible for Workers Compensation benefits for personal injury arising in the course of their employment.
- B. To the extent applicable, the District agrees to provide the indemnification established under MGL, Chapter 258, as amended, subject to the conditions set forth in said statute.

ARTICLE 21

Insurance

Note: Additional District employee benefits relative to insurance may be found in the Wachusett Regional School District Employee Handbook and/or on the Wachusett Regional School District website.

Employees covered by this Agreement who work at least twenty (20) hours per week on a regular basis may enroll in the following types of family and individual insurance programs:

A. Insurance

1. Health, dental, life, disability (long-term) and vision insurance shall be provided by the District in conformance with the PEC agreement.

B. Leave

Continued participation in the foregoing insurance coverage plans shall be allowed for all employees on approved leaves of absence, provided he/she pays 100% of the premium.

C. Flexible Spending Accounts

The District agrees to establish Flexible Spending Accounts, administered by the District, for members.

ARTICLE 22

WREA President

The Association President and the Superintendent agree to work together in a cooperative relationship to benefit the children and staff of the District and to promote the District throughout the community and state. In that endeavor, periodically, the President may request accommodation to assist in accomplishing the above. Such accommodation may be provided at the discretion of the Superintendent after consideration of the effect such accommodation would have on the instructional program.

ARTICLE 23

Association Activities

The District agrees to provide each of four (4) offices (President, Vice President, Secretary and Treasurer) of the Association, days for Association Activities, not to exceed twenty-one (21) days total per academic year, not to exceed five (5) days per individual per academic year with the exception of the Association President who will be allotted six (6) days per academic year.

ARTICLE 24

Reserved

ARTICLE 25

Salary

A. Salary Schedule

The salary schedule is attached as Appendix A of this agreement.

ARTICLE 26

General Provisions

A. Mileage Reimbursement

Each member of the bargaining unit shall be reimbursed for prior-approved, official district related travel consistent with applicable School District policy.

B. Course Reimbursement

Bargaining unit members will be fully reimbursed for any course or conference approved in advance by the Superintendent. Any member of the bargaining unit who wishes to have a course or conference reimbursed shall make a written request to the Superintendent prior to matriculating into the course or conference. If approval is not granted by the Superintendent prior to the first day the course or conference meets, the District shall not reimburse the member of the bargaining unit for any costs associated with said course or conference. The approval of reimbursement is the sole and exclusive discretion of the District.

C. Establishment of District

The WREA agrees to establish a District whose charge shall be to work cooperatively with the Wachusett Regional School District on issues of common interest. Such issues shall include, but not be limited to, passing overrides, increasing State education funding, improving the District's image and supporting budget presentations at town meetings. Nothing herein shall be construed to limit an individual unit member's political rights.

ARTICLE 27

Part-Time Employees

A. Part-time employees shall be entitled to all other applicable benefits of the Agreement except as set forth below:

1. Sick Leave - A part-time Employee shall be entitled to an allotment of days pro-rated based on either the proportion of a day or a proportion of the week usually worked.
2. Personal Leave - A part-time Employee shall be entitled to at least one (1) personal leave day, and if employed sixty (60%) percent or more of a full-time schedule to two (2) personal leave days.

3. Part-time Employees shall attend one (1) of the two (2) professional development days and will receive a per diem rate.

APPENDIX A

Last Name	First Name	Active Status	Job Class Desc	Hire Date	2020-2021 Pay Hourly Rate	Pay FTE	Daily Hours Paid	Days Per Work Year
		A	SPEECH ASSISTANT	02/25/2002	\$34.87	1.0000	6.5	182
		A	PHYSICAL THERAPY ASST.	08/31/2010	\$30.17	1.0000	6.5	182
		A	SPEECH ASSISTANT	09/13/2004	\$29.91	1.0000	6.5	182
		A	COTA	10/01/2001	\$29.50	1.0000	7	182
		A	PHYSICAL THERAPY ASST.	08/27/2012	\$28.72	1.0000	6.5	182
		A	COTA	09/04/2002	\$27.60	1.0000	7	182
		A	COTA	08/31/2005	\$27.60	1.0000	7	182
		A	SPEECH ASSISTANT	08/27/2012	\$27.60	1.0000	6.5	182
		A	SPEECH ASSISTANT	03/23/2015	\$27.60	1.0000	6.5	182
		A	SPEECH ASSISTANT	08/27/2018	\$26.01	1.0000	6.5	182
		A	SPEECH ASSISTANT	08/27/2018	\$26.01	1.0000	6.5	182
		A	SPEECH ASSISTANT	10/07/2019	\$25.50	1.0000	6.5	182
NEW1			ANY POSITION		\$25.00		6.5-7 hours	182

APPENDIX B

**WACHUSETT REGIONAL SCHOOL DISTRICT/
WACHUSETT REGIONAL EDUCATION ASSOCIATION, INC.**

Grievance Report

Name of Grievant: _____

School/Location: _____

Date Filed: _____ Grievance Number: _____

NATURE OF GRIEVANCE:

REMEDY SOUGHT:

Grievant Signature

Association Representative Signature

Grievant Print Name

Association Representative Print Name

Date

Level One:

Principal's Response:

Date: _____

Level Two:

Due Date: _____

Superintendent's Response:

Date: _____

Level Three:

Due Date: _____

School District's Response:

Date: _____

Level Four:

Due Date: _____

Arbitrator's Award:

Date: _____

APPENDIX C

WACHUSETT REGIONAL SCHOOL DISTRICT

LOCATION: _____

2018 – 2019 ANNUAL SUPPORT STAFF REVIEW

POSITION: _____

NAME: _____

HIRE DATE: _____

CHECKLIST

In each group below, circle the appropriate number before the descriptive phrase, which most nearly typifies the employee's performance. In any case where an employee receives a "2" or "1" on any individual area below, except in category 1 "Attendance" or category 5 "Appearance", the evaluator shall attach comments on the reverse side of this form that should include suggested corrective action and a date for further review and progress.

1. ATTENDANCE

- 3 Exemplary
- 2 Does not affect work
- 1 Affects work
- 0 Non attendance justified due to FMLA, a documented illness, or other serious condition

2. PROMPTNESS IN REPORTING TO WORK

- 5 Rarely, if ever, late
- 4 On time more than average
- 3 Usually on time
- 2 Often tardy
- 1 Nearly always late

3. WORK ATTITUDE

- 5 Enthusiastic, active interest
- 4 Definite interest in work
- 3 Average interest
- 2 Sometimes indifferent
- 1 Complains or acts unconcerned

4. ATTITUDE TOWARD OTHERS

- 5 Strong force for group morale
- 4 Good self-control/cooperative
- 3 Normal self-restraint
- 2 Sometimes difficult to work with
- 1 Not cooperative

5. APPEARANCE

- 2 Appropriate for school
- 1 Inappropriate for school

6. KNOWLEDGE OF WORK

- 5 Thoroughly familiar with all phases of work
- 4 Well informed
- 3 Adequate Knowledge of job
- 2 Limited knowledge of job
- 1 Inadequate comprehension

7. INITIATIVE

- 5 Seeks/sets additional tasks for him/herself
- 4 Resourceful: completes suggested supplementary work
- 3 Alert to opportunities
- 2 A routine worker
- 1 Needs frequent direction

8. QUALITY OF WORK

- 5 Fulfills all responsibilities as assigned
- 4 Fulfills all responsibilities with minimal direction
- 3 Average
- 2 Requires additional supervision
- 1 Carries out only the simplest orders with help

9. OVERALL JOB

- 5 Superior
- 4 More than satisfactory
- 3 Satisfactory
- 2 Less than satisfactory
- 1 Unsatisfactory

Approved December 2008 by: AFSCME Council 93, Local 2885, Teamsters Local #170, Wachusett Cafeteria Association

To be provided if the evaluator requires additional space for his/her comments or if any employee receives a "2" or "1" on any individual area of this checklist on the front side, except for Category 4:

PRINCIPAL'S SIGNATURE	DATE	EMPLOYEE'S SIGNATURE	DATE
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APPENDIX D

Extra-Curricular and Coaching Stipends

1. When bargaining unit members assume coaching and athletic positions, leadership, and academic stipend positions and student and activity (club) positions attached to this agreement they shall be compensated in accordance with the agreed percentage of Master's/Step 1 of the collective bargaining agreement.
2. It is expressly understood that nothing herein shall modify the rights of the District to make annual hiring decisions, determine the hours and duties to be performed and determine the amount of any stipend and method of payment. Nothing herein shall require the District to fill open or annual positions with bargaining unit members.
3. The parties agree and understand that with the exception of the list of positions with salaries, no other provisions of the collective bargaining agreement pertain to these positions. In addition, the District reserves the right to abolish and/or decide not to fill any of the positions contained herein.
4. Upon request, the District shall furnish the Association President with a list of all positions subject to this agreement and such positions shall become a part of the collective bargaining agreement for that year.

Extra-Curricular Stipends (Non-Athletic)

HIGH SCHOOL	% Masters Step 1 of Unit A Salary Schedule
WRHS	
Math Department Head	25.00%
Science Department Head	25.00%
Guidance Department Head	25.00%
Social Studies Department Head	25.00%
Foreign Language Department Head	25.00%
Art Department Head	8.00%
Music Department Head	8.00%
Physical Education Department Head	8.00%
Wachusett Partnership Program Dept. Head	8.00%
Audio Visual Director	20.00%
Band Director	10.00%
Choral Director	8.00%
Orchestra Director	8.00%
Model UN Advisor	2.50%
Echo Advisor	6.00%
Echo Graphics Advisor	3.50%
Rhubarb Pie Advisor (2)	1.00%
Science Fair Advisor	1.50%
Science Seminar	6.00%
Student Council Advisor	5.00%
Yearbook Advisor	9.00%
Yearbook Financial Advisor	3.00%
Faculty Manager	9.00%
Energy Educator	
National Honor Society Advisor	1.00%
Senior Class Advisor (5)	1.25%
Junior Class Advisor (5)	1.25%
Sophomore Class Advisor (5)	0.62%
Freshman Class Advisor (5)	0.62%
Messiah Director - biannual	
Messiah Accompanist - biannual	

Grant Funded Positions	
Smaller Learning Communities	
Leadership Team (15)	\$1,000

WRHS Revolving	
SAT Prep	Varies
Summer School	Varies

Theatre Stipends	
Stage Manager	1.50%
Costumer	0.80%
Choreographer	2.50%
Music Director	4.00%
Assistant Musical Director	1.50%
Technical Director	\$1,000
Program Coordinator	0.80%
Director	4.00%
Assistant Director-- Musical	0.75%
Production Director	3.50%
Box Office Manager	0.80%
Program Coordinator	1.00%
Producer -- Musical	3.00%
Winter Festival/Competition Director	3.50%
Summer Camp Director	0.00%
Summer Camp Dance Instructor	0.00%
Summer Camp Music Instructor	0.00%
Summer Camp Art Instructor	0.00%

Cafeteria Monitor	
Per Shift (Shift is 2 lunch periods)	2.75%

Drivers Education	
Drivers Ed. Coordinator	\$1,500
Classroom Instructor	\$650/class
Drivers Ed. Instructors (5)	\$22/Hour

MIDDLE SCHOOL	
Mountview	
Yearbook Advisor	2.00%
Student Council Advisor	1.50%
Central District Music	0.80%
Central Tree	
Yearbook Advisor	1.50%
Student Council Advisor	2.00%
Thomas Prince	
Yearbook Advisor	1.50%
Chocksett	
Student Council Advisor	2.00%
Yearbook Advisor	1.50%
Paxton	
Student Council Advisor	2.00%
Yearbook Advisor	1.50%

Guide for Coaching Salaries					
% Masters Step 1 of Unit A Salary Schedule					
Ranges	Minimum		Mid-point		Maximum
Level 1	14.0%	15.0%	16.0%	17.0%	18.0%
includes Head Football Coach					
Level 2	9.0%	9.5%	10.0%	10.5%	11.5%
includes Varsity (Soccer, Baseball, Softball, Ice Hockey, Basketball, Field Hockey, Volleyball, Wrestling, Outdoor Track-Spring, Indoor Track-Winter, Lacrosse, Strength-Winter, Strength-Spring and Swimming)					
Level 3	7.0%	7.5%	8.5%	9.0%	10.0%
includes Varsity (Cross Country-Fall, Gymnastics and Alpine Skiing)					
includes Assistant (Football and Ice Hockey)					
includes JV Basketball					
Level 4	5.5%	6.0%	6.5%	7.0%	7.5%
includes Varsity (Tennis, Golf and Cheerleading)					
includes Assistant Swimming					
includes JV/Assistant (Soccer, Field Hockey, Volleyball, Ice Hockey, Indoor Track, Wrestling, Baseball, Softball, Gymnastics and Lacrosse)					
Level 5	4.0%	4.5%	5.0%	5.5%	6.0%
includes ALL Freshman Sports and JV Cheerleading					
Athletic Trainer		0.035%	per hour	580 hours	
Middle Schools	1.50%	1.75%	2.00%	2.50%	3.00%
**JV and Assistant or JV/Ass't are the same job - paid at Level 4 unless noted					

Coaching Positions

WRHS	Fall	WRHS	Winter
	Football		Boys Basketball
	Head Coach		Head Coach
	Assistant Coach*		Assistant/JV Coach
	Assistant Coach*		Freshman
	Assistant Coach*		
	Assistant Coach*		Girls Basketball
	Assistant Coach*		Head Coach
	Assistant Coach*		Assistant/JV Coach
	*Assistant Coaches are also utilized as JV coaches and freshman coaches		
	Football		
	Cheerleading		
	Head Coach		Freshman
	Assistant Coach		
			Basketball
			Cheerleading
			Head Coach
			JV Coach
	Boys Soccer		
	Head Coach		Girls Gymnastics
	Freshman Coach		Head Coach
	Assistant/JV Coach		
	Girls Soccer		Ice Hockey
	Head Coach		Head Coach
	Freshman Coach		Assistant Coach
	Assistant/JV Coach		JV Coach
	Girls Volleyball		Hockey Cheerleading
	Head Coach		Head Coach
	Assistant/JV Coach		
			Indoor Track
	Field Hockey		Boys/Girls Head Coach
	Head Coach		Assistant Coach
	Assistant/JV Coach		Assistant Coach
			Assistant Coach

Boys Golf
Head Coach

Wrestling
Head Coach
Assistant/JV Coach

Track
Boys Cross Country
Girls Cross Country

Swimming
Head Coach
Assistant Coach

Strength
Head Coach

Strength
Head Coach

WRHS **Spring**
Baseball
Head Coach
Assistant/JV Coach

WRHS **Spring**
Boys Lacrosse
Head Coach
Assistant/JV Coach

Softball
Head Coach
JV Coach

Girls Lacrosse
Head Coach
Assistant/JV Coach

Girls Golf
Head Coach

Strength
Head Coach

Tennis
Head Girls
Head Boys

Outdoor Track
Head Coach Boys
Assistant Coach Boys

Head Coach Girls
Assistant Coach Girls

Boys Volleyball
Head Coach
Assistant/JV Coach

	Fall		Winter
Mountview	Track Boys Girls	Mountview	Basketball Boys Girls Intramurals-Boys Intramurals-Girls
	Soccer Boys Girls		Cheerleading
	Field Hockey		
Chocksett	Track Boys Girls	Chocksett	Basketball Boys Girls Intramurals-Boys Intramurals-Girls
	Field Hockey		Cheerleading
Central Tree	Track Boys Girls	Central Tree	Basketball Boys Girls Intramurals-Boys Intramurals-Girls
	Field Hockey		
Paxton Center	Track Boys Girls		Cheerleading
		Paxton Center	Basketball Boys Girls Intramurals-Boys Intramurals-Girls
Thomas Prince	Track Boys Girls		Cheerleading

		Thomas Prince	Basketball Boys Girls Intramurals-Boys Intramurals-Girls
	Spring		Cheerleading
Mountview		Central Tree	Spring
	Flag Football		Flag Football
	Baseball		Baseball
	Softball		Softball
Chocksett		Paxton Center	
	Flag Football		Flag Football
	Baseball		Baseball
	Softball		Softball
	Lacrosse	Thomas Prince	
			Flag Football
			Baseball

**Annual Report
of
Francis W. Parker
Charter Essential School
for
2019-2020**

July 31, 2020

Todd Sumner, Principal
tsumner@theparkerschool.org

49 Antietam Street
Devens, Massachusetts 01434
(978) 772-3293 phone • (978) 772-3295 fax
www.theparkerschool.org

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Introduction

Francis W. Parker Charter Essential School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	49 Antietam Street Devens, MA 01434
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	49
Year Opened	1995	Year(s) the Charter was Renewed (if applicable)	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	400	Enrollment as of June 30, 2020	396
Chartered Grade Span	7-12	Current Grade Span	7-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of June 30, 2020	127
Final Number of Instructional Days during 2019-2020 School Year ¹	118 in-person days; 63 remote learning days		
School Hours	Begins 8:30am Ends 3:30pm Ends 1:30pm on Weds	Age of School as of 2019-2020 School Year	25
<p>Mission Statement</p> <p>The Parker School's mission is "to move the child to the center of the education process and to interrelate the several subjects of the curriculum in such a way as to enhance their meaning for the child" (Charter, October 1994). As a member of the Coalition of Essential Schools, the Parker School will realize this mission through educational practice guided by the Ten Common Principles of Essential Schools:</p> <ol style="list-style-type: none"> 1. The school should focus on helping adolescents learn to use their minds well. Schools should not attempt to be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose. 2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that students need, rather than necessarily by "subjects" as conventionally defined. The aphorism "Less Is More" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. 			

¹ In April 2020, Commissioner Jeffrey C. Riley amended the terms of every charter school's charter related to the length of the school year and permitted all charter schools to operate consistent with orders made by the Commonwealth of Massachusetts in response to Coronavirus Disease 2019. Charter schools were required to make closure decisions and changes in the school year to comply with these orders. All charter schools are required to report the total number of school days they were in session for the 2019-2020 year in their annual reports. Report the number of "in person" days and the number of "remote learning" days.

3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of adolescents.
4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.
5. The governing practical metaphor of the school should be student-as-worker rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.
6. Students entering secondary school studies are those who can show competence in language and elementary mathematics. Students of traditional high school age but not yet at appropriate levels of competence to enter secondary school studies will be provided intensive remedial work to assist them quickly to meet these standards. The diploma should be awarded upon a successful final demonstration of mastery for graduation: an "exhibition." This exhibition by the student of his or her grasp of the central skills and knowledge of the school's program may be jointly administered by the faculty and by higher authorities. As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of "credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.
7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized, and parents should be treated as essential collaborators.
8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.
9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of eighty or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional comprehensive secondary schools.
10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strengths of its communities, deliberately and explicitly challenging all forms of inequity and discrimination.

Mission and Key Design Elements

Please see Appendix A, Accountability Report, for additional details.

There have been no changes to the mission or key design elements of the school in the 2019-2020 school year. The 10 Common Principles of the Coalition of Essential Schools (as listed in the mission) are the skeleton of Parker, upon which all else is built, and Parker is an incredibly mission-driven school. The 10 Common Principles are living ideas and concepts within the school, and all elements of the school are rooted in the ideas contained there, as they have been since Parker's inception. Decisions on a wide-range of issues are made in consultation with the principles. For example, curriculum, assessment, and instructional discussions and decisions are centered on the ideas of "less is more," "student as worker," and "demonstration of mastery."

Parker's school design draws directly from its mission. Curriculum (the academic program), instruction (teaching), and assessment of student learning are closely interwoven. The core organizational principles of the academic program are domains (areas of study) and divisions (cohorts of students at a level of study). Students study in four domains, each of which teaches several integrated disciplines or areas of study: Arts & Humanities (AH); Math, Science and Technology (MST); Spanish; and Wellness (physical education, health and personal/social responsibility). Students are organized into three Divisions, which most students progress through in two-year cycles. Division 1 is roughly equivalent to grades seven and eight, Division 2 is roughly equivalent to grades nine and ten, and Division 3 is roughly equivalent to junior and senior year of high school. Performance-based promotion is the fundamental premise of the school; using portfolios and public exhibitions, students must demonstrate their readiness to move to the next level of study. The School's Criteria for Excellence establish the academic expectations for all students and are used to evaluate student learning. The curriculum emphasizes practice and progress in the same key skills across all divisions: reading, writing, oral presentation, listening and media analysis, research, artistic expression, Spanish, mathematical problem-solving, technical communication, scientific investigation, systems thinking, and technology. The academic program expresses its mission in the following ways:

- The curriculum is academically challenging, interdisciplinary, and emphasizes student inquiry, as well as developing key habits of learning that transcend any one academic area of study.
- Teachers work in cross-disciplinary teams with small groups of students in two year curricular cycles in Divisions 1 and 2. Teachers in Division 3 develop seminar and laboratory courses with a discipline-based focus.
- Teachers design instruction to meet the needs of their students and to allow students to demonstrate their understanding and skills through many forms of exhibition.
- Teachers design curriculum, instruction and assessment with each other in collaborative teams, by domain/division. A common curriculum, with shared major texts, projects and expectations is experienced by all students through Divisions 1 and 2. In Division 3, students have the opportunity to make choices among more specialized courses that are solo-taught and developed. Division 3 teachers collaborate closely on the key standards and expectations for Division 3 learning.
- Students are encouraged and then required to take an active role in their learning.
- Student learning is evaluated using school-wide standards and rubrics drawn from the School's Criteria for Excellence.
- Students are required to reflect on and revise their work incorporating direct teacher feedback to strengthen and deepen their understanding.
- Students must complete the requirements of each division and exhibit their learning before progressing to the next division (level of study).

- The School has a flexible long-block schedule that allows students more time to focus on depth in student learning activities and allows teachers substantial planning time during the school day.
- The Advisory system allows teachers to know students well and to serve as their academic and personal guides.
- The teaching staff is differentiated and senior practitioners mentor and coach junior staff; critical reflection and peer observation are built into teachers' schedules. Collaborative teaching models and embedded professional development are key design elements that support adult and student learning.
- The School has a service component in which students learn by contributing to the school and the larger community as volunteers.
- Students and teachers collaborate in school governance and discipline through the Community Congress and Justice Committee.
- The teacher-leader model substantially reduces overhead and places student advising and management decisions in the hands of the teaching staff.
- The school's curriculum is modified each year in response to the Essential Question. In 2019-2020, the question was "How can we create change?" Teachers support students in extending their learning beyond the classroom and in integrating learning across classrooms through the Essential Question.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
	None	

Access and Equity: Discipline Data

DESE Student Discipline Data Report:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04780000&orgtypecode=5&=04780000&>

Parker has always used a restorative justice model and takes an educational, student-centered approach to discipline. There have been no recent changes to this discipline model, and Parker has participated in training sessions for other schools about its restorative justice approach. The in- and out of school suspension rate is, has been, and remains low. There were no students suspended in the 2018-2019 school year (most recent DESE reporting year).

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	405	0			
English Learner	0				
Economically Disadvantaged	35	0			
Students with Disabilities	62	0			
High Needs	88	0			

Female	211	0			
Male	190	0			
American Indian or Alaska Native	0				
Asian	7	0			
African American/Black	4	0			
Hispanic/Latino	10	0			
Multi-race, Non-Hispanic/Latino	20	0			
Native Hawaiian or Pacific Islander	0				
White	364	0			

Dissemination Efforts

Below is a partial list of dissemination efforts made by Parker in the 2019-2020 school year, ranging from school visits (from local, regional, national and international educators) to formal workshops/conference presentations to on-going collaborative relationships with schools and districts working towards systemic school reform. Appendix A (Dissemination Section in the Accountability Report) contains summary numbers and information about dissemination.

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Facilitative Leadership for Equity	Equity Fellow Institute, an original workshop series and college course at the Sizer Teachers' Center	Directors; Teachers	Ayer-Shirley Public Schools (MA); Leominster Public Schools (MA)	Educators equipped with new lenses for equity in schools and facilitation skills to examine these and steward positive changes
Project and standards-based learning for Summer Session	Consultation, workshop, and one-to-one follow-up sessions	Director; Teachers; Students	Central Falls High School, Central Falls, RI	With support, this high school redesigned its entire summer school curriculum into a Understanding by Design (Ubd) framework, strengthened educators' skills, and increased student engagement
Competency-based learning and personalization	Consultation and facilitated school visit	Director; Students; Admin	Singapore American School	School leader understood system that supports a personalized and competency-based model, from standards to students' assessments, to transcript contents and strong college acceptances
On-boarding practices with grade seven students	Consultation and facilitated school visit	Director; Teachers; Students; Admin	Concord-Carlisle High School, Concord, MA	Principal and colleagues informed on inclusive orientation practices and cultural on-boarding of newest students to a school
Student-centered learning and school climate	Consultation and facilitated school visit	Director; Teachers; Students; Admin	Hong Kong educators via MIT	Support for advancing progressive practices

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Sustaining effective Advisory program and supporting emerging multi-lingual (EL) students	Workshop and facilitated faculty meeting	Directors; Teachers	Rogers High School, Newport, RI	On-going support to strengthen evolving Advisory program and new support for employing research-based practices to support EL learners
Progressive education practices	Consultation	Director	Center for Secondary School Redesign	Collaboration with like colleagues to address problems-of-practice in whole school coaching
Integration in Humanities	Workshop collaborative with Facing History & Ourselves	Teachers; Admin	Rogers High School, Newport, RI	Educators learned about strong resources and exemplary units of study in the Humanities that are transdisciplinary, authentic, and have a record of engagement for students
Student-centered learning and school culture	Consultation and facilitated school visit	Director; Teachers; Students; Admin	South Carolina educators	Support for advancing progressive practices
Reading and Humanities	Consultation and facilitated school visit	Director; Students	Tower School, Marblehead, MA	Support for progressive practices in the Humanities
Mathematics and middle school heterogeneity	Consultation and facilitated school visit	Director; Teachers; Students	Concord Public Schools (MA)	Supported mathematics educators to understand practices and systems for heterogeneity in 7-8 th grade mathematics
Project and standards-based learning, engagement, and assessment	Consultation and facilitated school visit	Directors; Teachers; Students; Admin	Philips Andover Academy, Andover, MA; Lowell Middlesex Academy Charter School, Lowell, MA	Support for anchoring student assessment in shared standards, from which engaging project-based work is crafted for students
Inclusive education	Consultation	Director; Admin	National Center for Learning Disabilities (NCLD)	Contributor to research for NCLD white paper, "The Case for an Inclusive Vision of 21 st Century Learning"

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Ten Common Principles and student-centered learning	Facilitated school visit	Director; Teachers; Students; Admin	de Leer School, Netherlands	On-going school collaboration regarding Ten Common Principles
Ten Common Principles and student-centered learning	Facilitated school visit	Director; Teachers; Admin; Students	Het Molenveld, Netherlands	On-going school collaboration regarding Ten Common Principles
Ten Common Principles and student-centered learning	Facilitated school visit	Director; Teachers; Students; Admin	de Leer School, Netherlands	On-going school collaboration regarding Ten Common Principles
Pre-service Teacher Education	Consultation and facilitated workshop	Teachers; Admin; Students	National Pre-service Education Peers	Support for advancing work centered on question of <i>how best to support novice teachers in their transfer of learning to different school sites</i>
Project and standards-based learning	Panel contributors	Teachers	DESE Dissemination Fair	Supported fellow educators with specific examples of project and standards-based transdisciplinary units of study
Gateways as systems that support progressive practices	Consultation and facilitated school visit	Director; Admin; Students	Mass Ideas	Support to another professional development organization for propelling progressive practices in New England public schools
Habits of Learning and Essential Questions	Consultation and facilitated school visit	Director; Teacher; Students; Admin	Barnstable Public Schools (MA)	Helped school redesign team consider the role of shared standards and habits for students, as well as engaging EQs to shape student learning
Students-centered learning and school culture	Facilitated school visit	Teachers; Students; Admin	Educators from Dubai and China	Exposure to model of progressive education

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Design thinking and the Multi-Age Classroom	Model Schools Best Practices Conference	Teachers; Students; Director	New England Association of Schools & Colleges (NEASC) member schools	Support for workshop learning on systems that support multi-age classroom model
Advisory	Consultation and workshop	Teacher	Rogers High School, Newport, RI	Faculty engaged in follow-up small sessions with facilitator to deepen student-centered Advisory practices and trouble-shoot areas of challenge
Equity centered education	Design Thinking Group convocation	Director; Student	Center for Secondary School Redesign	Gathering of national and international school coaches; provided push for race and equity coaching with schools
School culture and assessment	Consultation and facilitated school visit	Director; Teacher; Students	UP Academy Leonard, Lawrence, MA	Support for school culture work, professional culture, and authentic assessment practices
Ten Common Principals, school culture and curriculum	Facilitated school visit	Director; Students; Teacher	Park School, Brookline, MA	Supported apprentice teachers with site visit to learn more about a principle-driven school, its culture and curriculum
Research-based progressive school practices	Facilitated school visit	Director; Students; Teacher	Harvard Graduate School of Education students	Helped graduate students with different areas of focus to process observations on progressive school practices
Project and standards-based learning	Consultation and facilitated school visit	Director; Students; Teachers	Marblehead Charter School, Marblehead, MA	Supported educators to learn more about project and standards-based education via authentic examples, student work and student conversations
Supporting emerging multi-lingual students in the classroom	Educator workshop	Director; Teacher	Rogers High School, Newport, RI	Part Two of helping educators use research-based practices to create the conditions for further academic achievement for EL students
Student centered practices and systems; principle-driven school culture	Consultation and facilitated school visit	Director; Teachers; Admin; Students	Barr Foundation	Supported a New England foundation to understand more about Parker's practices; offer of technical assistance to collaborating schools

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Ten Common Principles and student-centered learning	Facilitated school visit	Director; Teachers; Students; Admin	International TEA Fellows-- UMass Lowell	On-going collaboration with UMass Lowell Education Professors to share progressive practices with international educators
Discipline specific best practices	Workshop and consultations	Teachers	Rogers High School, Newport, RI	Teacher facilitators lead departments in progressive education to center students, generate shared standards, engage in UbD curricular design, tune assessments, and more
Inclusive education practices for remote learning	Consultation	Directors	National Council for Learning Disabilities (NCLD)	Contributed to qualitative data on students using IEPs and best practices in/during remote learning; white paper publication forthcoming
Instructional design for project and standards-based learning	Consultation and workshop series (remote)	Director; Teachers	Middletown Public Schools, (CT); Hill View Montessori Charter Public School, Haverhill, MA	Educators received personalized support in UbD guided by a limited set of core standards, leading to dynamic, engaging, and authentic units of study for students
Systems level supports for central office leaders	Consultation	Director	Newport Public Schools (RI)	Executive coaching during remote learning to support student achievement, adult learning, and crisis communications

Academic Program Success

Student Performance

2019 DESE Report Card:

<http://reportcards.doe.mass.edu/2019/04780505>

2019 DESE Accountability Report:

<http://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=04780505&orgtypecode=6&>

2019 Official Accountability Report – Francis W. Parker Charter Essential School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress towards targets
Progress toward improvement targets	59% - Substantial progress towards targets
Accountability percentile	78

Please see Accountability Report Measures for additional student performance information.

Academic Program

There have been no significant changes to the program delivery in the 2019-2020 school year (see program description in Mission, page 3). Since continuous improvement and program revision are key components of the Parker program, small adjustments are made throughout the year to various elements of the program, including, but not limited to, curriculum, instruction, and assessment. These adjustments are made in response to a number of types of data, including, but not limited to, student reflection, student performance, and teacher reflection. External information, such as revised state and national standards, are also regularly used as reference points for reviewing and revising the academic program.

Organizational Viability

Organizational Structure of the School

The organization structure of the school was not altered in 2019-2020. Parker is an intentionally flat organization in which most leaders also serve as teachers. Teacher leaders, program leaders, and other staff report directly to the principal, as shown in the organizational chart provided in Attachment 1.

Budget and Finance

See following pages:

Statement of Revenues, Expenditures and Changes in Net Position (Unaudited)
Fiscal Year Ended June 30, 2020

REVENUES:	
State allocation - tuition	\$5,459,634
State allocation - facilities aid	371,893
Federal and State Grants	123,514
Private Grants and Contributions	230,002
Program Fees	275,494
Teacher Center Fees	175,876
Miscellaneous income	17,375
TOTAL REVENUES	\$6,653,788
EXPENSES:	
Salaries and wages	\$4,288,798
Payroll taxes and fringe benefits	785,747
Recruiting and staff development	39,950
Accreditation	3,450
Assessment	2,896
Books and curriculum material	18,414
Computer hardware and software	173,000
Computer internet access	4,689
Consultant-instructional	21,018
Contract services	154,066
Depreciation	39,619
Dues and subscriptions	74,690
Food-school lunch program	94,342
Furniture and equipment	34,321
Inspections	12,638
Insurance	38,109
Leases-school building	211,527
Leases-fields and sports arena	15,130
Legal & accounting services	25,193
Maintenance-equipment	12,219
Maintenance-facility	25,975
Other	23,291
Printing, copy, and postage	32,229
Sports equipment	4,900
Student activities and field trips	117,431
Student transportation	43,700
Supplies	46,289
Uniforms-athletics	11,639
Utilities	60,901
Vending	177
TOTAL EXPENSES	\$6,416,348
OPERATING INCOME	237,441
NON OPERATING REVENUES	
Interest Income	22,523
CHANGE IN NET ASSETS	259,964
NET POSITION, JUNE 30, 2019	3,273,324
NET POSITION, JUNE 30, 2020	\$3,533,288

Statement of Net Position (Unaudited/ Draft)

6/30/20

Assets

Current Assets:

Cash and cash equivalents	\$1,719,201
Accounts receivable, net of allowances	
-Intergovernmental	35,498
-Other	228,510
Other Assets	1,461,110
Prepaid expenses	25,378
Total current assets	3,469,698

Cash Held for Student Activities	43,482
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Noncurrent Assets:

Deposits	2,175
Capital Assets net of accumulated depreciation	150,270
Total noncurrent assets	152,445

Total Assets	\$3,665,625
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Liabilities and Net Assets

Current Liabilities:

Accounts payable and withholdings	\$11,307
Accrued payroll and expenses	60,731
Unearned Revenue	16,816
Total current liabilities	88,855

Due to Student Activities	43,482
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Net Assets:

Invested in capital assets	150,270
Building Rental Asset	1,461,110
Restricted for capital purchases	25,000
Restricted for Special Purposes	42,849
Reserve Fund	754,909
Facilities Reserve Fund	1,052,250
Unrestricted	46,899
Total net assets	3,533,288
Total liabilities and net assets	\$3,665,625

Operating Budget
Fiscal Year Ended June 30, 2020
As approved by the Board of Trustees on March 11, 2020

	FY20
REVENUES:	<u>Budget</u>
State allocation - Tuition	\$5,694,480
State allocation - Facilities Aid	371,448
Federal and State Grants	80,000
Private Grants and Contributions	125,000
Program Fees	258,700
Teacher Center fees	251,656
Miscellaneous income	25,100
TOTAL REVENUES	<u>\$6,806,384</u>
EXPENSES:	
Salaries and wages	\$4,584,616
Payroll taxes and fringe benefits	145,023
Recruiting and staff development	733,834
Accreditation	67,200
Assessment	3,500
Books and curriculum material	4,600
Computer hardware and software	29,300
Computer internet access	80,950
Consultant-instructional	9,600
Contract services	40,200
Depreciation	46,800
Dues and subscriptions	40,000
Food-school lunch program	82,505
Furniture and equipment	120,000
Inspections	42,750
Interest	14,900
Insurance	40,800
Leases-school building	288,816
Leases-fields and sports arena	42,000
Legal & accounting services	30,800
Maintenance-equipment	28,700
Maintenance-facility	50,440
Other	44,500
Printing, copy, and postage	36,950
Sports equipment	9,550
Student transportation	52,650
Supplies	60,400
Uniforms-athletics	8,600
Utilities	99,945
Vending	1,200
TOTAL EXPENSES	<u>\$6,841,129</u>
OPERATING INCOME	(34,745)
NON OPERATING REVENUES	
Interest Income	10,000
CHANGE IN NET ASSETS	(24,745)
NET POSITION, JUNE 30, 2020	3,533,288
NET POSITION, JUNE 30, 2021	\$3,508,543

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	400
Number of students upon which FY21 budget tuition line is based	396
Number of expected students for FY21 first day of school	400
Please explain any variances: <i>As an ongoing practice, we budget slightly less than our full cap to allow for mid-year departures and departures in grades we do not backfill.</i>	

Capital Plan

The Francis W. Parker Charter School holds reserve funds meant to improve and add to our current school facility. The Board of Trustees tasked a Capital and Long-Range planning committee to conduct a Capital Needs Assessment. The needs assessment was completed in the Spring of 2013. The committee developed a plan around next steps toward realization of our capital strategic goals. Directed by this plan, the Capital and Long-Range Planning Committee oversaw completion of a roof repair and resurfacing project in the summer/fall of 2017. The funds utilized for this project were a combination of private fundraising, new bond borrowings, and use of reserve funds. In the summer of 2018, the Committee oversaw the resurfacing of the gymnasium floor and the repair of exterior a stairway. Reserve funds along with some private support were used for both projects. During the summer of 2019, we worked with an engineering firm to have a complete HVAC study done in preparation for repairs and renovations to our current systems. During this summer, 2020, we are in the process of completing phase one of the HVAC renovation project. Capital reserve funds are part of the funding plan for this project. The reserve funds were not formally earmarked with the State in terms of an official capital plan, but the funds were being accumulated by the Board of Trustees with the upcoming capital needs projects, as identified by the Capital and Long Range Planning Committee, in mind.

Additional Information (Aligned with Charter School Statute and Regulations)

Appendix A Accountability Plan Evidence

Faithfulness to Charter

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Parker is guided by the Ten Common Principles of Essential Schools.		
Measure: In a teacher survey with 85% response rate or above, 85% or more of teachers will agree or strongly agree with the statement: The Ten Common Principles of Essential Schools influence my daily practice.	MET	Overall teacher response rate: <u>100%</u> <u>100%</u> of responding teachers agreed or strongly agreed Average response: <u>4.7</u> <i>(on a 1-5 scale where 5 is 'strongly agree')</i>

Academic Program Success

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: All students will make a public exhibition of their work before moving on to the next level of study.		
Measure: Parker will hold public exhibitions of mastery for 100% of students moving between divisions and for graduation. 85% of students will successfully complete a public exhibition of their work when they show readiness to move between divisions or to graduate.	MET	100% of students moving between divisions completed public exhibitions of mastery (i.e., gateways) (224 individual students completed 342 domain-based gateways in the 2019-2020 school year) 100% of students who earned a diploma completed a public exhibition (i.e., senior project exhibition) (49 graduates in 2020)
Objective: All students will create portfolios of work that meet standards aligned with Parker's Criteria for Excellence in twelve different skill areas.		
Measure: In a student survey with 85% response rate or above, 90% of students will agree with the statement: I am working towards a portfolio of work that meets standards in Parker's skill areas in my academic classes.	MET*	Overall student response rate: <u>75%</u> <i>*survey taken in June, during remote learning, so we did not hit the desired response rate (in a normal year, survey is done in school)</i> <u>94%</u> of responding students agreed or strongly agreed Average response: <u>4.4</u> <i>(on a 1-5 scale where 5 is 'strongly agree')</i>

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Measure: 100% of students are creating a portfolio in eligible classes (Arts & Humanities (AH); Math, Science and Technology (MST); and relevant Spanish levels).	MET	100% of students collected portfolio-based evidence of their academic performance over the year in each relevant class
Objective: All students create Personal Learning Plans (PLPS) that include at least one goal unique to the student and at least one goal related to the Habits of Learning.		
Measure: In a student survey with 85% response rate or above, 90% of students will agree with the statement: I have a Personal Learning Plan that includes at least one goal unique to me and at least one goal related to the Habits of Learning.	MET*	Overall student response rate: 75% <i>*survey taken in June, during remote learning, so we did not hit the desired response rate (in a normal year, survey is done in school)</i> 92% of responding students agreed or strongly agreed Average response: 4.2 <i>(on a 1-5 scale where 5 is 'strongly agree')</i>
Measure: 100% of students will create a Personal Learning Plan each year.	MET	100% of enrolled students created a Personal Learning Plan in October, 2019 for the 2019-2020 school year
Objective: Teachers will engage in collective planning and support each other in refining individual teacher practice.		
Measure: Domain-based teacher planning teams will meet regularly; all eligible teachers will participate in a Critical Friends Group (CFG).	MET	Domain-based teacher planning teams met at least weekly; most met more frequently. 100% of eligible teachers participated in a CFG.
Measure: In a teacher survey with 85% response rate or above, 85% or more of teachers will agree or strongly agree with the statements: a) participation in CFG helps deepen my teaching practice; b) I collaborate with colleagues in my planning team and/or CFG in examining student work and developing standards-based units.	MET	Overall teacher response rate: 100% a) CFG 98% of responding teachers agreed or strongly agreed Average response: 4.8 <i>(on a 1-5 scale where 5 is 'strongly agree')</i> b) Collaboration 98% of responding teachers agreed or strongly agreed Average response: 4.8 <i>(on a 1-5 scale where 5 is 'strongly agree')</i>

Dissemination

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: The school will disseminate best practices through the Sizer Teacher Center and train teachers to work in student-centered classrooms.		
Measure: The Teachers Center offers a variety of professional development workshops, partnerships, and related programs, and continues to attract teachers from the region to these programs. At least 5 different events will be hosted each year.	MET	The Teachers Center formally facilitated the learning of more than 550 educators through more than 35 different events in the 2019-2020 year.
Measure: The school receives continued approval by DESE for the New Teachers Collaborative teacher preparation program; thirty (30) newly inducted teachers are eligible for licensure through NTC during the charter term, at a pace of approximately six per year.	MET	<p>In the 2019-20 school year, 8 participants successfully completed the program and were licensed in Massachusetts. This year, NTC made the transition to remote learning on March 13, 2020 due to Covid-19 restrictions. All classes and one-on-one conferences were conducted online and all candidates completed the licensure program despite the increased workload due to online instruction. The Program Director, Ruth Whalen Crockett, collaborated closely with DESE leaders in EdPrep to assure that candidates met all state and program criteria for licensure. While Covid-19 restrictions presented instructional challenges, candidates regularly shared that they felt prepared to do this because "they knew their students well." The program focuses heavily on the 1st Common Principle and as a result, candidates were successful in making this transition as both teachers and learners.</p> <p>Since its inception, the NTC has licensed and placed 151 teachers in various fields. For the upcoming school year, more than 80 program inquiries yielded 51 complete applications. The inquiry rate was down 33% this year while the application yield was up 25%. The acceptance rate also increased by 25% with the placement of ten candidates for the 2020-2021 schoolyear. Eight candidates will be placed at Parker and one each at</p>

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		<p>Innovation Academy Charter School (Tyngsboro) and Meridian Academy (Jamaica Plain). Two of the Parker candidates are already teachers of record at Parker and will be participating in the NTC program to complete their Initial license and work on their Master's degree. This opportunity is referred to as Alt+Op (Alternative Option). NTC also continues to support teachers in completing their Master's degree from Fitchburg State University and to support teacher learning toward the professional pathway. Three teachers will participate in NTC2 (a second year of NTC) in the 2020-2021 school year. NTC is currently authorized to credential teachers in Massachusetts through August 31, 2026.</p>

Appendix B

Charter School Recruitment and Retention Plan

Recruitment Plan 2020-2021

School Name: Francis W. Parker Charter Essential School

2019-2020 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2019-2020 Recruitment Plan?

As a regional charter school, Parker draws from more than 70 school districts, with more than 40 towns regularly represented at the school. The top seven sending school districts this year were Acton-Boxboro, Ayer-Shirley, Harvard, Littleton, Leominster, North Middlesex, and Groton-Dunstable, which comprised approximately 66% of the student body. Recruitment across this large region brings challenges, specifically with transportation to the school for targeted subgroups. Word of mouth continues to be the primary way most families find out about the school, so increasing awareness for our current families about the desire to reach more diverse populations is always an area of focus. Parker implemented its recruitment plan substantially as written. We continued to actively promote the availability of public transportation from Leominster and Fitchburg to the school, and we continued to promote this option for targeted sub-groups in those communities. We continued to place ads on the shuttle buses themselves (in both English and Spanish versions) during enrollment season. We saw an increase in "clicks" on paid social media promotion (postings, links, et al) to targeted populations during the enrollment season. New this year was a partnership with the Fitchburg Art Museum, located in downtown Fitchburg; the museum makes all materials available in English and Spanish. A Parker student art show at the museum coincided with two other show openings and leveraged the museum's location, commitment to bilingual art education, and strong community partnerships to build awareness of our program. An attempt to partner with a local food assistance program was not fruitful, so we will seek a different partner in that work in the coming year. We also were not successful in partnering with a self-identified Black church in the area.

2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?

Each year, approximately one-third to one-half of admitted students are siblings of current students (following state enrollment regulations on sibling preference).

3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2020 SIMS report) will meet the comparison index or the school's gap narrowing targets.
 - a. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1st SIMS demographic information.
 - b. Please explicitly state if you would like further discussion with the Department regarding the school's rates of enrolling students with disabilities or English learners (EL) compared to the Comparison Index or gap narrowing targets.

We believe that our October SIMS will show a population consistent with our current data, as detailed below.

Describe the school's general recruitment activities, i.e. those intended to reach all students.
<p align="center">General Recruitment Activities for 2019-2020:</p> <p>Activity 1: Morning Information Sessions Ninety minutes total running time on a day school is in session. Prospective students and parents/guardians arrive in time for students to be paired with peer hosts; students attend advisory and one hour of class. Meanwhile, parents/guardians attend a general information session in the library.</p> <p>Activity 2: Evening Information Sessions Prospective students and parents/guardians begin the evening session together with a general overview presentation. Students then have the option to participate in "break-out" sessions with teachers featuring sample activities from Arts & Humanities (AH) and Math, Science, Technology (MST) classes. Meanwhile, parents & guardians continue an informational presentation covering all major aspects of the program and the enrollment process. Total running time ninety minutes.</p> <p>Activity 3: Community-Based Information Sessions Walk-up, conversational, informal information sharing supported by graphic displays, examples of student work, and take-one brochures; Spanish-speaking staff present as indicated. Scheduled in specified communities with targeted populations, usually in the public library or non-profit lobby. Total running time ninety minutes per session.</p> <p>Activity 4: Mailings Info Session flyers and applications mailed to a wide variety of community organizations for posting, etc.</p> <p>Activity 5: Current Family Outreach During enrollment season, we ask current families to post flyers in public spaces in their towns, display yard signs, etc.</p> <p>Activity 6: Paid Advertising on Public Transportation During enrollment season, we use paid advertisements (English & Spanish) in MART buses running Fitchburg routes to inform the public about enrollment option and application deadlines.</p>

Recruitment Plan – 2020-2021 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 14.6% GNT percentage: na% CI percentage: 12.7%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> We directly address the school design of personalized education and supports for special education (including those built directly into the general education program) at all information sessions. <p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> None required
Limited English-proficient students/English learners	
	<p>(b) Continued 2019-2020 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> All enrollment materials are available in Spanish on the school website.

Recruitment Plan – 2020-2021 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
<p>(a) CHART data</p> <p>School percentage: 0% GNT percentage: 3.3% CI percentage: 4.4%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<ul style="list-style-type: none"> • Enrollment materials are distributed in Spanish to relevant local agencies. • We offer at least one community-based information sessions in a town with a high Spanish-speaking population, with a Spanish-speaking staff member present. • Parker student Art Show at Fitchburg Art Museum in 2019. • Meet and cultivate relationships with one or more of the self-identified Black churches in Leominster/Fitchburg. • Continue and expand MART bus advertising (enhanced existing strategy) during enrollment season. Spanish and English language ads. • Paid social media advertising targeting Spanish-language residents of Fitchburg and Leominster (enhanced existing strategy). <p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • Offer a remote information session in Spanish, using social media to advertise to local Spanish-speaking communities • Continue to build partnership with Fitchburg Art Museum to reach population already connected to that community resource; pivot with them in the remote environment. This is a multi-year relationship. • Investigate interest in remote learning options in target communities
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 8.3% GNT percentage: 10.6% CI percentage: 20.8%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2019-2020 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Parker will continue to work with the local food pantry to raise awareness of Parker's existence (food pantry is ½ mile from the school site). • Parker will add a community information session in a relevant community to target this population. • In partnership with Devens Enterprise Commission (DEC), MassDevelopment, and Devens businesses, Parker continues to actively promote the new regional shuttle bus service, run by Montachusett Regional Transit Authority (MART) as a public transportation option for economically disadvantaged students to get to Parker. Specific tactics being considered include using MART buses in Fitchburg to advertise the new shuttle service. (We would expect to see increased lottery participation from Fitchburg and Leominster—the largest communities served by the shuttle service—within three years. This will be year three of this strategy.) • Parker will attempt to partner with the local WIC office (in Ayer) to raise awareness of Parker's existence and network with this

Recruitment Plan – 2020-2021 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>resource to better understand how to reach families within this subgroup. Goal is to build relationship and understanding with social services staff in order to better reach targeted population.</p> <p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • Continue to promote public transportation as an option (though numbers are below GNT, they are up overall) • Explore the rise of remote platforms/options as a recruitment tool and potential selling point of school program • Explicitly advertise the school's 1:1 laptop program and commitment to supporting families with connectivity solutions • Expand targeted social media advertising to relevant demographic communities • Explore partnership with a food pantry/assistance program in Leominster/Fitchburg, emphasize 1:1 laptop program
<u>Students who are sub-proficient</u>	<p>(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • In order meet the needs of students who struggle to be successful within the wider academic program, Parker incorporates additional support within the school day (but without pull-out from core academic classes) for needs like foundational math skills, executive function support, and time management. Weaknesses in these skills often lead students to be sub-proficient. This program and school schedule is specifically discussed at information sessions in order to help families understand how Parker can serve children in this demographic.
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • In order to continue to work to recruit students who may be at risk of dropping out of school, Parker will hold a community information session in a sending district with a relatively higher drop-out rate.
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	<p>(f) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Since Parker has a strong retention rate, maintains a lengthy waitlist for each grade, and does not enroll student after 9th grade, it does not make sense to recruit students above age 16 who have already dropped-out, as there would be little to no opportunity for them to matriculate at the school given enrollment regulations.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p>(g) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Using strategies identified above (most notably, widening the base of locations where Information Sessions are advertised and raising awareness of public transportation options), Parker hopes to increase the number and kinds of other underserved demographic groups in the recruiting process.

Retention Plan 2020-2021

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2019-2020 Retention Plan.

2019-2020 Implementation Summary:

Parker continued to have a high and stable retention rate among its student body (93.2%) which exceeded the stated retention goal for 2019-2020 (85%). In particular, Parker's attention to personalized learning and individual student needs allows it to understand and meet the needs of a wide variety of students. Attrition rates for subgroups, such as low income and high need students, are also below state averages and comparison indexes. As has been true for many years, students at risk of dropping out of school were intensively counseled and supported through decision-making about their futures. Parker implemented its retention plan as written and will continue to engage in these educational practices throughout the next year, as retention rates are high and do not indicate a need for significant change.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	Retention rate goal: 85%

Retention Plan – 2020-2021 Strategies List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(a) CHART data	
<p>School percentage: 8.0%</p> <p>Third Quartile: 9.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	(b) Continued 2019-2020 Strategies
	<p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Targeted skill development through workshops within the school day that provide support for struggling students in core classes. Implementation of school mission of student-centered learning (including personalization and knowing students well).
	(c) 2020-2021 Additional Strategy(ies), if needed
	<ul style="list-style-type: none"> None required

Limited English-proficient students/English learners

(a) CHART data	
<p>School percentage: 0%</p> <p>Third Quartile: 11.5%</p> <p>The school's attrition rate is <u>n/a</u> third quartile percentages.</p>	(b) Continued 2019-2020 Strategies
	<p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> At this time, Parker does not have an ELL/LEP population to retain.
	(c) 2020-2021 Additional Strategy(ies), if needed
	<p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> No ELs were enrolled during the 2019-2020 school year. No retention strategies possible.

Retention Plan – 2020-2021 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 4.2%</p> <p>Third Quartile: 11.0%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Implementation of school mission of student-centered learning (including personalization and knowing students well). <p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • None required
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Parker's program called "Academic Block" allows students to receive small-group instruction, tutoring, and/or support in identified areas of academic need. These sessions meet three times a week for 35 minutes per session. Teachers oversee student placement in these sessions to best support their needs with the goal of bringing them up to academic proficiency. Again, Parker's high need retention rate is well above averages and sending districts, and the personalized nature of Parker's general education programs seems to serve this demographic well without further targeted programs.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Any and all Parker students who intend to "drop out" of high school or who have significant attendance or performance issues are met with frequently into order to identify best next steps to completion of a high school program, including the GED and consideration of alternative high school programs. Students do not drop out unbeknownst to the school or without a clear plan for next steps that allow them to be successful.
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p>(f) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Parker does not have any students who have "dropped out" of school without other planning in mind. Any students at risk of doing so are counseled towards an appropriate alternate program, including completion of a GED. Students who withdraw from the school under these conditions are followed-up with until another program or the GED has been established/completed.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Using the variety of strategies articulated above, all students who struggle are offered careful support and attention, across all demographic groups.

Appendix C

School and Student Data

DESE student demographic data:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04780505&orgtypecode=6&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	1.3
Asian	2.0
Hispanic	3.0
Native American	0.3
White	87.7
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	5.8
Selected Populations	% of School
First Language not English	1.8
English Language Learner	0.0
Students with Disabilities	14.6
High Needs	20.9
Economically Disadvantaged	8.3

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Todd Sumner	Principal	7/1/2011	
Michelle McKenna	Business Manager	3/8/2006	
Deb Merriam	Academic Dean	7/1/1995	
Sue Massucco	Arts and Humanities Domain Leader	2/23/2008	
Diane Kruse	MST Domain Leader	8/1/1999	
Ruth Whalen	Spanish Domain Leader	7/1/1998	
Deb Holloway	Student Success and 504 Coordinator	8/20/2018	2/14/2020
Terry Weisinger	Special Education Coordinator	8/14/2002	9/30/2019
Kathleen Russo	Special Education Coordinator	8/1/2019	

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019- 2020 school year	Departures during the 2019- 2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	49	1	7	4 teachers were part of our licensure program and had completed all requirements; 4 teachers chose to end employment

Other Staff	28	4	0	4 other staff chose to end employment
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BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	13
Minimum number of board members in approved bylaws	9
Maximum number of board members in approved bylaws	25

Members of the Board of Trustees

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Julie Bartsch	Member	Development	2nd Term	Jul 01, 2017 - Jun 30, 2020
Zayna Basma	Member	Development	1st Term	Jul 01, 2018 - Jun 30, 2021
George Clancy	Member	Governance	1st Term	Jul 01, 2019 - Jun 30, 2022
Matt Lindsey	Board Secretary	Governance	1st Term	Jul 01, 2019 - Jun 30, 2022
Glenn Penna	Board Treasurer, Finance Committee Chair	Facility, Finance	1st Term	Jul 01, 2017 - Jun 30, 2020
Christine Regan-Davi	Governance Committee Chair, School Leader Support and Evaluation Chair	Governance, School Leader Support and Evaluation	2nd Term	Jul 01, 2019 - Jun 30, 2022
Stefanie Reinhorn	Board Vice Chair	Development, Diversity and Enrollment	1st Term	Jul 01, 2018 - Jun 30, 2021
Steve Roach	Board Chair	Facility, School Leader Support and Evaluation	2nd Term	Jul 01, 2017 - Jun 30, 2020
Jennifer Saxe	Development Committee Chair	Development	1st Term	Jul 01, 2017 - Jun 30, 2020
Mario Silva-Rosa	Diversity and Enrollment Committee Chair	Diversity and Enrollment	1st Term	Jul 01, 2019 - Jun 30, 2022
Todd Sumner	School Leader	Development, Diversity and Enrollment, Facility, Finance, Governance		
Tiffany Testa	Member	Diversity and Enrollment, Governance	1st Term	Jul 01, 2018 - Jun 30, 2021
Martin Turnbull	Facility Committee Chair	Facility	1st Term	Jul 01, 2017 - Jun 30, 2020

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Mary-Wren VanderWilden	Member	Development	3rd Term	Jul 01, 2018 - Jun 30, 2021

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
Sep 8, 2020/6:45pm	Parker School, Room 27*
Oct 13, 2020/6:45pm	Parker School, Room 27*
Nov 10, 2020/6:45pm	Parker School, Room 27*
Dec 8, 2021/6:45pm	Parker School, Room 27*
Jan 12, 2021/6:45pm	Parker School, Room 27*
Feb 9, 2021/6:45pm	Parker School, Room 27*
Mar 9, 2021/6:45pm	Parker School, Room 27*
Apr 13, 2021/6:45pm	Parker School, Room 27*
May 11, 2021/6:45pm	Parker School, Room 27*
Jun 8, 2021/6:45pm	Parker School, Room 27*

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance Committee	Prior to BOT meeting/5:45pm	Parker School, Room 33*
Other Committees	As Needed	TBD

*During campus closure and due to the Order Suspending Certain Provisions of the Open Meeting Law, meetings will take place by either teleconference or videoconference. The access phone number or link (typically Teams) for use by members and the public can be found at the top of the meeting agenda.

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Steve Roach	steve.roach@ymail.com	No Change
Charter School Leader	Todd Sumner	tsumner@theparkerschool.org	No Change
Assistant Charter School Leader	Deb Merriam	deb@theparkerschool.org	No Change
Special Education Director	Kathleen Russo	krusso@theparkerschool.org	New
MCAS Test Coordinator	Deb Merriam	deb@theparkerschool.org	No Change
SIMS Coordinator	Deb Merriam	deb@theparkerschool.org	No Change
English Learner Program Director	Deb Merriam	deb@theparkerschool.org	No Change
School Business Official	Michelle McKenna	mmckenna@theparkerschool.org	No Change
SIMS Contact	Deb Merriam	deb@theparkerschool.org	No Change
Admissions and Enrollment Coordinator	Deb Merriam	deb@theparkerschool.org	No Change

Facilities

Parker School remains at the same location.

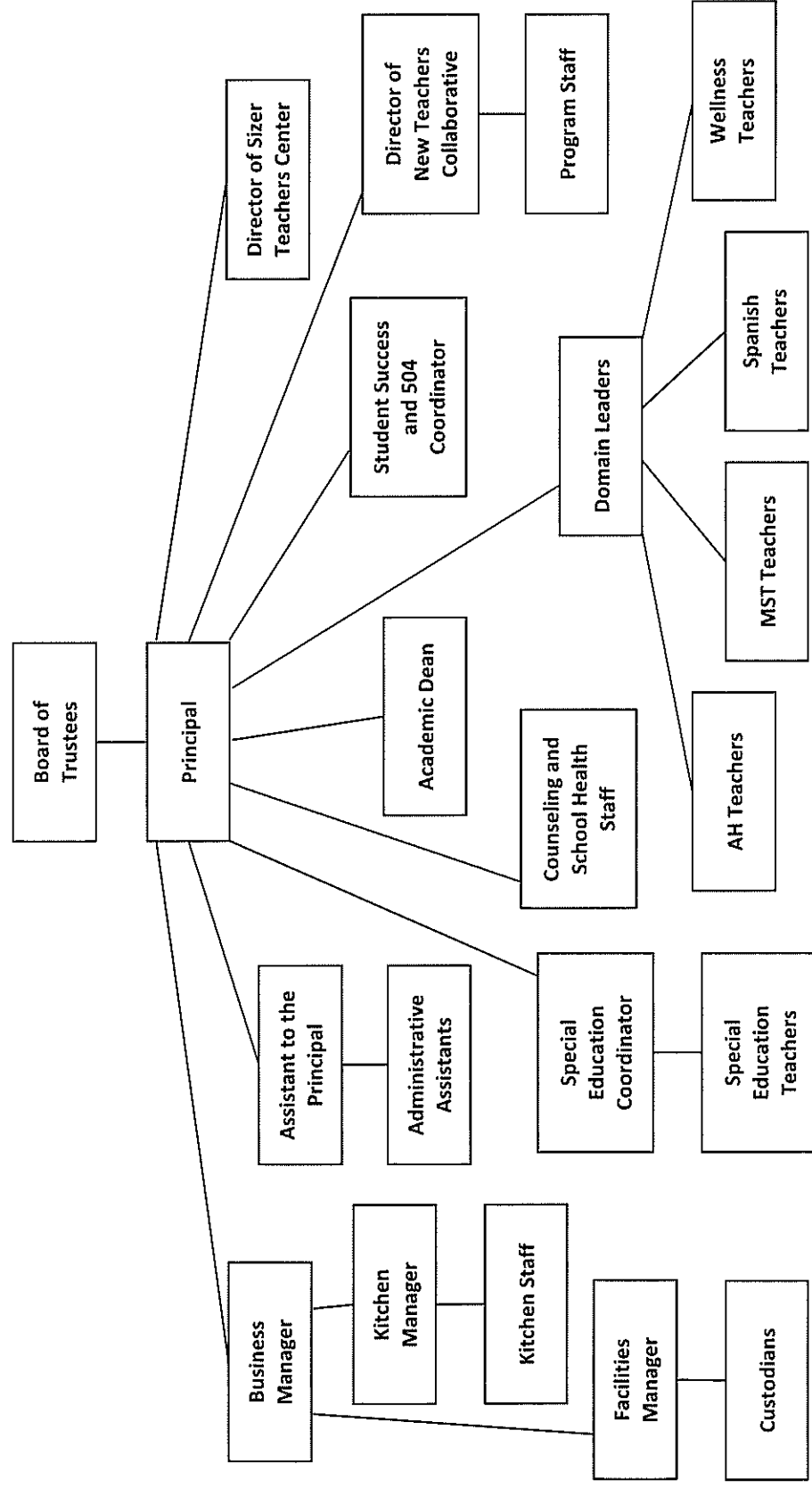
Location	Dates of Occupancy
49 Antietam Street, Devens MA 01434	August 1990 to Present

Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	February 1, 2021
Lottery	February 4, 2021

Attachment 1

Organizational Chart





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

Office of the Treasurer

October 16, 2020

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

RE: Second Payment Assessment Billing Notice – FY 2021

Dear Ms. Lowder:

In accordance with the Wachusett Regional School District Regional Agreement, the receipt of the Town of Holden's second of four installment payments of the FY 2021 assessment is due November 1, 2020. Because the status of the District's FY 2021 budget is still uncertain, the amount of the second quarterly assessment will be the same as the FY 2020 payment, which is \$7,456,453.00. When the budget is finalized for FY 2021, the amounts of the remaining assessments will be adjusted accordingly.

Payment is to be made by bank wire transfer to the EASTERN BANK account #10170363, ABA routing #011301798.

Pursuant to the Wachusett Regional School District Policy 4211, please notify me within 10 days of the date of this letter if there is an inability to make payment on time.

If you have any questions or comments, please contact me at (978) 464-2105.

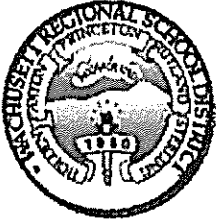
Sincerely,

James J. Dunbar
Treasurer

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

Jefferson School

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



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

Office of the Treasurer

October 16, 2020

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

RE: Second Payment Assessment Billing Notice – FY 2021

Dear Ms. Smith:

In accordance with the Wachusett Regional School District Regional Agreement, the receipt of the Town of Sterling's second of four installment payments of the FY 2021 assessment is due November 1, 2020. Because the status of the District's FY 2021 budget is still uncertain, the amount of the second quarterly assessment will be the same as the FY 2020 payment, which is \$2,920,865.00. When the budget is finalized for FY 2021, the amounts of the remaining assessments will be adjusted accordingly. As we have previously agreed, you may continue to make monthly payments for the assessed amount.

Payment is to be made by bank wire transfer to the EASTERN BANK account #10170363, ABA routing #011301798.

Pursuant to the Wachusett Regional School District Policy 4211, please notify me within 10 days of the date of this letter if there is an inability to make payment on time.

If you have any questions or comments, please contact me at (978) 464-2105.

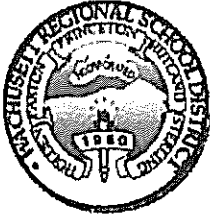
Sincerely,

James J. Dunbar
Treasurer

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

Jefferson School

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



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

Office of the Treasurer

October 16, 2020

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

RE: Second Payment Assessment Billing Notice – FY 2021

Dear Ms. Tuttle:

In accordance with the Wachusett Regional School District Regional Agreement, the receipt of the Town of Rutland's second of four installment payments of the FY 2021 assessment is due November 1, 2020. Because the status of the District's FY 2021 budget is still uncertain, the amount of the second quarterly assessment will be the same as the FY 2020 payment, which is \$3,129,826.00. When the budget is finalized for FY 2021, the amounts of the remaining assessments will be adjusted accordingly.

Payment is to be made by bank wire transfer to the EASTERN BANK account #10170363, ABA routing #011301798.

Pursuant to the Wachusett Regional School District Policy 4211, please notify me within 10 days of the date of this letter if there is an inability to make payment on time.

If you have any questions or comments, please contact me at (978) 464-2105.

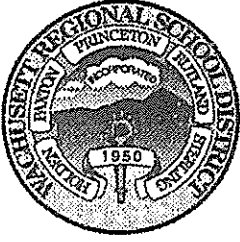
Sincerely,

James J. Dunbar
Treasurer

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

Jefferson School

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



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

Sent electronically to Town Officials
Sent via USPS to Town Libraries

October 19, 2020

TO: *Member Town Selectboards*

Member Town Finance/Advisory Committees

Member Town Administrators

Member Town Libraries

 Gale Free Library, Holden

 Richards Memorial Library, Paxton

 Princeton Public Library, Princeton

 Rutland Free Public Library, Rutland

 Conant Public Library, Sterling

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

RE: FY19 Annual Audit

Attached please find copies of the Wachusett Regional School District's *Annual Financial Statements for the Year Ended June 30, 2019*, the *Independent Auditors' Reports Pursuant to Government Auditing Standards and Uniform Guidance for the Year Ended June 30, 2019*, and the *Management Letter for the Year Ended June 30, 2019*, as prepared by Melanson Heath for fiscal year ended June 30, 2019. These documents can also be found on the District website (www.wrsd.net).

DM:rlp



WACHUSETT REGIONAL SCHOOL DISTRICT

Independent Auditors' Reports Pursuant
to Government Auditing Standards
and Uniform Guidance

For the Year Ended June 30, 2019

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	<u>Page</u>
REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENT AUDITING STANDARDS</i>	1
REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM, REPORT ON INTERNAL CONTROL OVER COMPLIANCE, AND REPORT ON SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE	3
Schedule of Expenditures of Federal Awards	6
Notes to Schedule of Expenditures of Federal Awards	7
Schedule of Findings and Questioned Costs	8

101 Munson Street
Suite 120
Greenfield, MA 01301
(413) 773-5405 phone
(413) 773-7304 fax
melansonheath.com

Additional Offices:

Nashua, NH
Manchester, NH
Andover, MA
Ellsworth, ME

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Independent Auditors' Report

To the School Committee
Wachusett Regional School District

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of the Wachusett Regional School District (the District), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated June 30, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

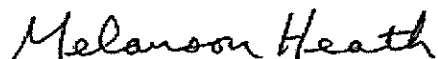
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that is required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



June 30, 2020

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Suite 120
Greenfield, MA 01301
(413)773-5405 phone
(413)773-7304 fax
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Additional Offices:

Nashua, NH
Manchester, NH
Andover, MA
Ellsworth, ME

**REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM, REPORT ON
INTERNAL CONTROL OVER COMPLIANCE, AND REPORT ON SCHEDULE OF
EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE**

Independent Auditors' Report

To the School Committee
Wachusett Regional School District

Report on Compliance for Each Major Federal Program

We have audited the Wachusett Regional School District's (the District) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of School District's major federal programs for the year ended June 30, 2019. The District's major federal programs are identified in the Summary of Auditors' Results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial

audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 *U.S. Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the 's compliance.

Opinion on Each Major Federal Program

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Report on Internal Control Over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

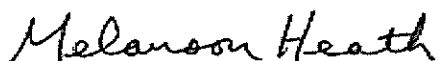
Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Purpose of This Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of the District as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the 's basic financial statements. We issued our report thereon dated June 30, 2020, which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditure of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.



June 30, 2020

WACHUSETT REGIONAL SCHOOL DISTRICT

Schedule of Expenditures of Federal Awards

For the Year Ended June 30, 2019

<u>Federal Agency</u>	<u>Cluster</u>	<u>Federal Office</u>	<u>Pass through Identifying Number</u>	<u>Federal CFDA Number</u>	<u>Federal Expenditures</u>
		<u>Pass through Agency Program Title</u>			
<u>U.S. Department of Agriculture</u>	<u>Child Nutrition Cluster</u>	<u>Food and Nutrition Service</u>			
		Passed Through Massachusetts Department of Elementary and Secondary Education:			
		School Breakfast Program	14-134-1	10.553	\$ 31,908
		National School Lunch Program - Cash Assistance	14-134-1	10.555	510,256
		National School Lunch Program - Non-Cash Assistance	14-134-1	10.555	<u>127,400</u>
		Total Child Nutrition Cluster			<u>669,564</u>
		Total U.S. Department of Agriculture			669,564
<u>U.S. Department of Education</u>	<u>Office of Elementary and Secondary Education</u>	Passed Through Massachusetts Department of Elementary and Secondary Education:			
		Title I Grants to Local Educational Agencies	305-140424-2019-0775	84.010	235,544
		Title I Grants to Local Educational Agencies	305-140424-2018-0775	84.010	<u>10,273</u>
		Total Title I Grants to Local Educational Agencies			245,817
		English Language Acquisition - Grants to States	180-151761-2019-0775	84.365	15,204
		English Language Acquisition - Grants to States	180-151761-2018-0775	84.365	<u>6,376</u>
		Total English Language Acquisition - Grants to States Cluster			21,580
		Supporting Effective Instruction State Grants	140-148535-2019-0775	84.367	65,550
		Supporting Effective Instruction State Grants	140-148535-2018-0775	84.367	<u>52,589</u>
		Total Supporting Effective Instruction State Grants			118,139
		Student Support and Academic Enrichment Program	309-146866-2019-0775	84.424	30,734
<u>Special Education Cluster</u>	<u>Office of Special Education and Rehabilitative Services</u>	Passed Through Massachusetts Department of Elementary and Secondary Education:			
		Special Education - Grants to States	240-146359-2019-0775	84.027	1,627,013
		Special Education - Grants to States	240-146359-2018-0775	84.027	190,796
		Special Education - Preschool Grants	262-233257-2019-0680	84.173	<u>59,598</u>
		Total Special Education Cluster			<u>1,877,407</u>
		Total U.S. Department of Education			<u>2,293,677</u>
		Total Federal Expenditures			\$ <u>2,963,241</u>

The accompanying notes are an integral part of this schedule.

WACHUSETT REGIONAL SCHOOL DISTRICT

Notes to the Schedule of Expenditures of Federal Awards

For the Year Ended June 30, 2019

Note 1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of the District under programs of the federal government for the year ended June 30, 2019. The information in this schedule is presented in accordance with the requirements of Title 2 *U.S. Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, changes in net position or cash flows of the District.

Note 2. Summary of Significant Accounting Policies

- Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited to reimbursement.
- The amounts reported for the National School Lunch Program – Non-Cash Assistance represent the fair value of commodities provided by the Commonwealth.
- The District has elected not to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Note 3. Subrecipients

Of the federal expenditures presented in the Schedule, the District did not provide federal awards to subrecipients.

WACHUSETT REGIONAL SCHOOL DISTRICT

Schedule of Findings and Questioned Costs

For the Year Ended June 30, 2019

SECTION I - SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditors' report issued:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ yes ☒ no
- Significant deficiencies identified? ☐ yes ☒ none reported
- Noncompliance material to financial statements noted? ☐ yes ☒ no

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? ☐ yes ☒ no
- Significant deficiencies identified? ☐ yes ☒ none reported

Type of auditors' report issued on compliance for major programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

☐ yes ☒ no

Identification of major programs:

CFDA Number(s)

Name of Federal Program or Cluster

84.027

Special Education Cluster

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

☐ yes ☒ no

SECTION II - FINANCIAL STATEMENT FINDINGS

None.

SECTION III - FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS

None.

SECTION IV - SCHEDULE OF PRIOR YEAR FINDINGS

<u>Finding #</u>	<u>Program</u>	<u>Finding/Noncompliance</u>	<u>Current Year Status</u>
2018-001	All Federal Programs	Improve Controls Over Financial Reporting	Satisfactorily Resolved
2018-002	All Federal Programs	Improve Controls Over Disbursements	Satisfactorily Resolved
2018-003	All Federal Programs	Improve Controls Over Receipts	Satisfactorily Resolved
2018-004	All Federal Programs	Document Policies and Procedures Over Federal Awards	Satisfactorily Resolved

Wachusett Regional School District

Management Letter

For the Year Ended June 30, 2019

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2. Update Federal Grants Manual	3
3. Review Open Bank Accounts	4

101 Munson Street
Suite 120
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(413) 773-5405 phone
(413) 773-7304 fax
melansonheath.com

Additional Offices:

Nashua, NH
Manchester, NH
Andover, MA
Ellsworth, ME

To the School Committee
Wachusett Regional School District

In planning and performing our audit of the basic financial statements of the Wachusett Regional School District (the District) as of and for the year ended June 30, 2019, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, we considered the District's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A reasonable possibility exists when the likelihood of an event occurring is either reasonably possible or probable as defined as follows:

- Reasonably possible. The chance of the future event or events occurring is more than remote but less than likely.
- Probable. The future event or events are likely to occur.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

During our audit we became aware of other matters that we believe represent opportunities for strengthening internal controls and operating efficiency. The recommendations that accompany this letter summarize our comments and suggestions concerning those matters.

The District's written responses to our comments and suggestions have not been subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

The purpose of this communication, which is an integral part of our audit, is to describe for management and those charged with governance, including those overseeing the financial reporting process, the scope of our testing of internal control and the results of that testing. Accordingly, this communication is not intended to be and should not be used for any other purpose.

Melanson Heath

June 30, 2020

CURRENT YEAR ISSUES:

1. IMPROVE CONTROLS OVER VENDOR INVOICE PROCESSING

During our review of invoices charged to the fiscal year 2019 general ledger, we noted the following issues:

- Warrants are signed by the Director of Finance and the School Committee. We noted one instance where the warrant was only signed by the School Committee.
- Seven of the forty invoices reviewed were not approved for payment with a signature or initials on the invoice. All of the invoices were for typical monthly bills such as electric and telephone. In addition, there was no invoice submitted to support the payment for the postage meter.
- One invoice was only approved for payment by the same individual who made the payment.

We recommend that all warrants be signed by the Director of Finance before processing. We also recommend that all invoices be approved by an authorized individual, who is not involved in the purchasing process, prior to payment.

District Response:

The WRSD will create a new Warrant Schedule. The Warrant will be closed several days in advance of the Warrant date. The Director of Business and Finance will review the Warrant in detail prior to the Warrant date. Also, the assistant to the Director of Business and Finance will review/audit the completed Warrants on a monthly basis to insure all signatures have been secured. This person was selected because she has no part in the Warrant payment process.

2. UPDATE FEDERAL GRANTS MANUAL

The District's EDGAR manual which documents policies and procedures related to federal grants contains some outdated thresholds for procurement. The threshold for soliciting quotes should be for purchases between \$10,000 - \$49,999. The threshold for sealed bids or proposals should be \$50,000.

We recommend that the District's EDGER manual be updated to reflect the proper thresholds.

District Response:

The WRSD will update the procurement thresholds as noted in the auditor's report.

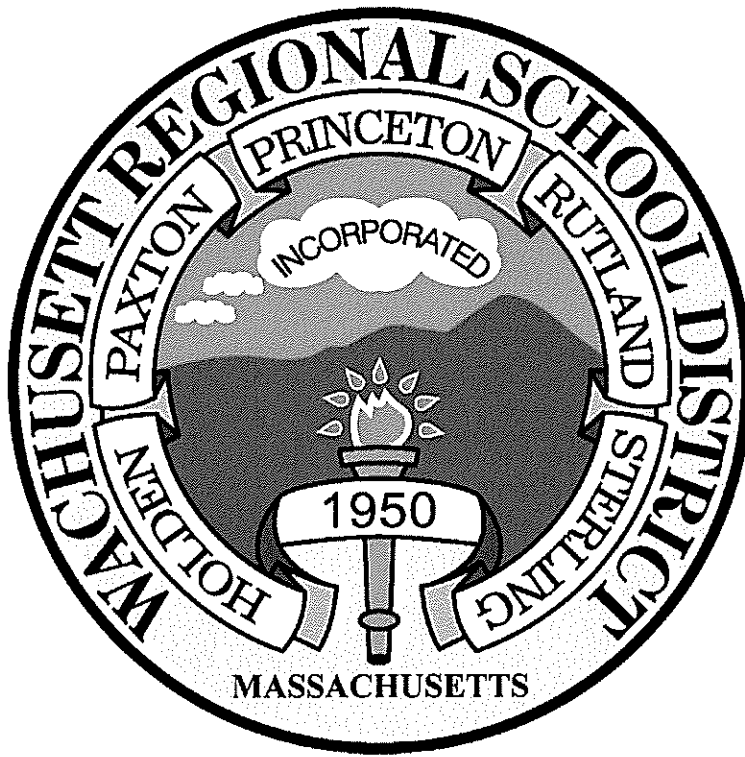
3. REVIEW OPEN BANK ACCOUNTS

The District maintains approximately 65 bank accounts. While some activities are required to be maintained in separate accounts in order to separately track funds or allocate interest, most are not. The maintenance, monitoring and reconciling of so many accounts is a tedious and time-consuming process.

We recommend the District consider closing accounts that are not required to be maintained separately and consolidate like accounts into one. Reducing the number of open bank accounts would increase efficiencies and would reduce the amount of time needed to reconcile and maintain so many accounts.

District Response:

The WRSD will review all existing accounts and will consolidate where possible.



WACHUSETT REGIONAL SCHOOL DISTRICT

Annual Financial Statements

For the Year Ended June 30, 2019

WACHUSETT REGIONAL SCHOOL DISTRICT

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101 Munson Street
Suite 120
Greenfield, MA 01301
(413) 773-5405 phone
(413) 773-7304 fax
melansonheath.com

Additional Offices:

Nashua, NH
Manchester, NH
Andover, MA
Ellsworth, ME

INDEPENDENT AUDITORS' REPORT

To the School Committee
Wachusett Regional School District

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of the Wachusett Regional School District (the District), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the Wachusett Regional School District's basic financial statements as listed in the Table of Contents.

Management's Responsibility for the Financial Statements

The District's management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the major fund, and the aggregate remaining fund information of the Wachusett Regional School District, as of June 30, 2019, and the respective changes in financial position and the respective budgetary comparison for the General Fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that Management's Discussion and Analysis, and certain pension and OPEB schedules be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with evidence sufficient to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated June 30, 2020 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Melanson Heath

June 30, 2020

MANAGEMENT'S DISCUSSION AND ANALYSIS

As management of the Wachusett Regional School District (the District), we offer readers this narrative overview and analysis of the financial activities of the District for the fiscal year ended June 30, 2019.

A. OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the basic financial statements. The basic financial statements are comprised of three components: (1) government-wide financial statements, (2) fund financial statements, and (3) notes to the financial statements. This report also contains required supplementary information in addition to the basic financial statements themselves.

Government-wide financial statements. The government-wide financial statements are designed to provide readers with a broad overview of our finances in a manner similar to a private-sector business.

The Statement of Net Position presents information on all assets, liabilities, and deferred outflows/inflows of resources, with the difference reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position is improving or deteriorating.

The Statement of Activities presents information showing how the District's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

Fund financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund accounting is used to ensure and demonstrate compliance with finance-related legal requirements. The District's funds are categorized in two categories: governmental funds and fiduciary funds.

Governmental funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the District's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the District's near-term financing decisions. Reconciliations are provided to facilitate the comparison between governmental funds and governmental activities.

An annual appropriated budget is adopted for the General Fund. A budgetary comparison statement has been provided for the General Fund to demonstrate compliance with this budget.

Fiduciary funds. Fiduciary funds are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are not reflected in the government-wide financial statements because the resources of those funds are not available to support District programs.

Notes to the financial statements. The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Other information. In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information which is required to be disclosed by accounting principles generally accepted in the United States of America.

B. FINANCIAL HIGHLIGHTS

- As of the close of the current fiscal year, the total of liabilities and deferred inflows exceeded assets and deferred outflows by \$(125,787,151) (i.e., net position), a change of \$(16,038,772) in comparison to the prior year.
- As of the close of the current fiscal year, governmental funds reported combined ending fund balances of \$1,844,697, a change of \$(1,260,401) in comparison to the prior year.
- At the end of the current fiscal year, unassigned fund balance for the General Fund was \$1,301,051, a change of \$(115,564) in comparison to the prior year.

C. GOVERNMENT-WIDE FINANCIAL ANALYSIS

The following is a summary of condensed government-wide financial data for the current and prior fiscal years.

NET POSITION

	<u>Governmental Activities</u>	
	<u>2019</u>	<u>2018</u>
Current assets	\$ 8,498,034	\$ 8,756,259
Noncurrent assets	<u>66,582,959</u>	<u>68,569,925</u>
Total Assets	75,080,993	77,326,184
Deferred outflows of resources	30,390,840	3,830,693
Current liabilities	8,733,429	7,709,156
Noncurrent liabilities	<u>214,530,832</u>	<u>176,088,333</u>
Total Liabilities	223,264,261	183,797,489
Deferred inflows of resources	7,994,723	7,107,767
Net investment in capital assets	53,333,526	53,425,492
Restricted	485,764	1,643,997
Unrestricted	<u>(179,606,441)</u>	<u>(164,817,868)</u>
Total Net Position	\$ <u>(125,787,151)</u>	\$ <u>(109,748,379)</u>

As noted earlier, net position may serve over time as a useful indicator of the District's financial position. At the close of the most recent fiscal year, total net position was \$(125,787,151), a change of \$(16,038,772) from the prior year.

The largest portion of net position, \$53,333,526, reflects our investment in capital assets (e.g., land and buildings), less any related debt used to acquire those assets that is still outstanding. These capital assets are used to provide services to citizens; consequently, these assets are not available for future spending. Although the investment in capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.

An additional portion of net position, \$485,764, represents resources that are subject to external restrictions on how they may be used. The remaining balance of unrestricted net position is a deficit of \$(179,606,441), primarily resulting from unfunded net pension and net OPEB liabilities.

CHANGE IN NET POSITION

	<u>Governmental Activities</u>	
	<u>2019</u>	<u>2018</u>
Revenues		
Program revenues:		
Charges for services	\$ 3,285,093	\$ 3,741,858
Operating grants and contributions	20,970,916	21,856,286
General revenues:		
Assessments to members	62,670,743	59,608,255
Grants and contributions not restricted to specific programs	30,616,170	30,556,292
Investment income	102,387	29,515
Miscellaneous	<u>286,056</u>	<u>267,143</u>
Total Revenues	117,931,365	116,059,349
Expenses		
Administration	2,237,557	2,143,384
Instruction	73,438,700	71,595,852 *
Other school services	11,650,478	11,289,730
Operation and maintenance	6,661,447	6,382,641
Fixed charges	30,424,604	25,323,107 *
Programs with other districts	6,723,957	6,158,276
Interest	560,953	654,436
Depreciation	<u>2,272,441</u>	<u>2,268,893</u>
Total Expenses	<u>133,970,137</u>	<u>125,816,319</u>
Change in Net Position	(16,038,772)	(9,756,970)
Net Position - Beginning of Year	<u>(109,748,379)</u>	<u>(99,991,409)</u>
Net Position - End of Year	\$ <u>(125,787,151)</u>	\$ <u>(109,748,379)</u>

*Fiscal year 2018 amounts above reflect certain reclassifications from the 2018 audited financial statements to be consistent with the current year presentation.

Governmental activities for the year resulted in a change in net position of \$(16,038,772). Key elements of this change are as follows:

Governmental funds operating results	\$ (1,260,401)
Debt principal payments in excess of depreciation expense	(377,441)
Capital asset purchases	285,475
Change in accrued interest liability	17,903
Change in compensated absence liability	35,800
Change in net pension liability and related deferrals	(2,059,516)
Change in net OPEB liability and related deferrals	<u>(12,680,592)</u>
Total	\$ <u>(16,038,772)</u>

D. FINANCIAL ANALYSIS OF FUNDS

As noted earlier, fund accounting is used to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds. The focus of governmental funds is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing financing requirements. In particular, unassigned fund balance may serve as a useful measure of the District's net resources available for spending at the end of the fiscal year.

As of the end of the current fiscal year, governmental funds reported combined ending fund balances of \$1,844,697, a change of \$(1,260,401) in comparison to the prior year. Key elements of this change are as follows:

General Fund operating results	\$ (404,283)
Nonmajor Governmental Funds operating results	<u>(856,118)</u>
Total	\$ <u><u>(1,260,401)</u></u>

The General Fund is the chief operating fund. At the end of the current fiscal year, unassigned fund balance of the General Fund was \$1,301,051, while total fund balance was \$1,358,366. As a measure of the General Fund's liquidity, it may be useful to compare both unassigned fund balance and total fund balance to total General Fund expenditures. Refer to the table below.

<u>General Fund</u>	<u>06/30/19</u>	<u>06/30/18</u>	<u>Change</u>	<u>% of Total General Fund Expenditures</u>
Unassigned Fund Balance	\$ 1,301,051	\$ 1,416,615	\$ (115,564)	1.3%
Total Fund Balance	\$ 1,358,366	\$ 1,762,649	\$ (404,283)	1.3%

The total fund balance of the General Fund changed by \$(404,283) during the current fiscal year. Key factors in this change are as follows:

Use of fund balance as a funding source	\$ (400,000)
Revenues less than of budget	(420,122)
Expenditures less than budget	554,558
Current year encumbrances	57,315
Prior year encumbrances	<u>(196,034)</u>
Total	\$ <u><u>(404,283)</u></u>

E. GENERAL FUND BUDGETARY HIGHLIGHTS

There was no overall change in the General Fund budget; however, there were line items transfers approved by the School Committee.

F. CAPITAL ASSET AND DEBT ADMINISTRATION

Capital assets. Total investment in capital assets at year-end amounted to \$66,582,959 (net of accumulated depreciation). This investment in capital assets includes land and buildings.

Additional information on capital assets can be found in the Notes to the Financial Statements.

Long-term debt. At the end of the current fiscal year, total bonded debt outstanding was \$13,250,000, all of which was backed by the full faith and credit of the District.

Additional information on long-term debt can be found in the Notes to the Financial Statements.

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of the Wachusett Regional School District's finances for all those with an interest in the District's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to:

Wachusett Regional School District
1745 Main Street
Jefferson, Massachusetts 01522

WACHUSETT REGIONAL SCHOOL DISTRICT

STATEMENT OF NET POSITION

JUNE 30, 2019

	Governmental Activities
Assets	
Current:	
Cash and short-term investments	\$ 3,850,616
Receivables	<u>4,647,418</u>
Total Current Assets	8,498,034
Noncurrent:	
Land and construction in progress	945,000
Capital assets, net of accumulated depreciation	<u>65,637,959</u>
Total Noncurrent Assets	<u>66,582,959</u>
Total Assets	75,080,993
Deferred Outflows of Resources	
Related to pensions	3,839,231
Related to OPEB	<u>26,551,609</u>
Total Deferred Outflows of Resources	<u>30,390,840</u>
Total Assets and Deferred Outflows of Resources	105,471,833
Liabilities	
Current:	
Warrants payable	778,670
Accrued payroll and related liabilities	5,874,667
Accrued interest on bonds payable	145,092
Current portion of bonds payable	<u>1,935,000</u>
Total Current Liabilities	8,733,429
Noncurrent:	
Bonds payable, net of current portion	11,315,000
Compensated absences	258,600
Net pension liability	29,739,068
Net OPEB liability	<u>173,218,164</u>
Total Noncurrent Liabilities	<u>214,530,832</u>
Total Liabilities	223,264,261
Deferred Inflows of Resources	
Related to pensions	220,458
Related to OPEB	<u>7,774,265</u>
Total Deferred Inflows of Resources	<u>7,994,723</u>
Total Liabilities and Deferred Inflows of Resources	231,258,984
Net Position	
Net investment in capital assets	53,333,526
Restricted	485,764
Unrestricted	<u>(179,606,441)</u>
Total Net Position	\$ <u>(125,787,151)</u>

The accompanying notes are an integral part of these financial statements.

WACHUSETT REGIONAL SCHOOL DISTRICT

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2019

		<u>Program Revenues</u>		<u>Net (Expenses) Revenues and Changes in Net Position</u>
	<u>Expenses</u>	<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	<u>Governmental Activities</u>
Governmental Activities				
Administration	\$ 2,237,557	\$ -	\$ -	\$ (2,237,557)
Instruction	73,438,700	1,515,645	20,401,199	(51,521,856)
Other school services	11,650,478	1,769,448	569,717	(9,311,313)
Operation and maintenance	6,661,447	-	-	(6,661,447)
Fixed charges	30,424,604	-	-	(30,424,604)
Programs with other districts	6,723,957	-	-	(6,723,957)
Interest	560,953	-	-	(560,953)
Depreciation	2,272,441	-	-	(2,272,441)
Total Governmental Activities	<u>\$ 133,970,137</u>	<u>\$ 3,285,093</u>	<u>\$ 20,970,916</u>	(109,714,128)
General Revenues				
				62,670,743
Assessments to members				
Grants and contributions not restricted to specific programs				30,616,170
Investment income				102,387
Miscellaneous				286,056
Total General Revenues				<u>93,675,356</u>
Change in Net Position				(16,038,772)
Net Position				
Beginning of Year				<u>(109,748,379)</u>
End of Year				<u>\$ (125,787,151)</u>

The accompanying notes are an integral part of these financial statements.

WACHUSETT REGIONAL SCHOOL DISTRICT

GOVERNMENTAL FUNDS

BALANCE SHEET

JUNE 30, 2019

	General <u>Fund</u>	Nonmajor Governmental <u>Funds</u>	Total Governmental <u>Funds</u>
Assets			
Cash and short-term investments	\$ 3,600,049	\$ 250,567	\$ 3,850,616
Receivables	3,362,610	1,284,808	4,647,418
Due from other funds	<u>589,149</u>	<u>-</u>	<u>589,149</u>
Total Assets	<u>\$ 7,551,808</u>	<u>\$ 1,535,375</u>	<u>\$ 9,087,183</u>
Liabilities			
Warrants payable	\$ 318,775	\$ 459,895	\$ 778,670
Accrued payroll and related liabilities	5,874,667	-	5,874,667
Due to other funds	<u>-</u>	<u>589,149</u>	<u>589,149</u>
Total Liabilities	6,193,442	1,049,044	7,242,486
Fund Balances			
Restricted	-	486,331	486,331
Assigned	57,315	-	57,315
Unassigned	<u>1,301,051</u>	<u>-</u>	<u>1,301,051</u>
Total Fund Balances	<u>1,358,366</u>	<u>486,331</u>	<u>1,844,697</u>
Total Liabilities and Fund Balances	<u>\$ 7,551,808</u>	<u>\$ 1,535,375</u>	<u>\$ 9,087,183</u>

The accompanying notes are an integral part of these financial statements.

WACHUSETT REGIONAL SCHOOL DISTRICT

RECONCILIATION OF TOTAL GOVERNMENTAL FUND
BALANCES TO NET POSITION OF GOVERNMENTAL
ACTIVITIES IN THE STATEMENT OF NET POSITION

JUNE 30, 2019

Governmental Fund Balances	\$ 1,844,697
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in governmental funds.	66,582,959
In the Statement of Activities, interest is accrued on outstanding long-term debt, whereas in governmental funds interest is not reported until due.	(145,092)
Long-term liabilities are not due and payable in the current period and, therefore, are not reported in governmental funds.	
Bonds payable	(13,250,000)
Net pension liability and related deferred outflows/inflows of resources are not due and payable in the current period nor require the use of current financial resources and, therefore, are not reported in governmental funds.	(26,120,295)
Net OPEB liability and related deferred outflows/inflows of resources are not due and payable in the current period nor require the use of current financial resources and, therefore, are not reported in governmental funds.	(154,440,820)
Other	<u>(258,600)</u>
Net Position of Governmental Activities	\$ <u>(125,787,151)</u>

The accompanying notes are an integral part of these financial statements.

WACHUSETT REGIONAL SCHOOL DISTRICT
GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED JUNE 30, 2019

	General <u>Fund</u>	Nonmajor Governmental <u>Funds</u>	Total Governmental <u>Funds</u>
Revenues			
Assessments to members	\$ 62,670,743	\$ -	\$ 62,670,743
Intergovernmental	38,927,445	5,781,871	44,709,316
Charges for services	-	3,285,093	3,285,093
Investment income	100,697	1,690	102,387
Miscellaneous	<u>251,719</u>	<u>34,337</u>	<u>286,056</u>
Total Revenues	101,950,604	9,102,991	111,053,595
Expenditures			
Current:			
Administration	2,237,557	-	2,237,557
Instruction	62,975,549	3,871,181	66,846,730
Other school services	8,398,317	3,252,161	11,650,478
Operation and maintenance	6,578,553	118,369	6,696,922
Fixed charges	15,635,246	49,250	15,684,496
Programs with other districts	3,805,809	2,918,148	6,723,957
Debt service:			
Principal	1,895,000	-	1,895,000
Interest	<u>578,856</u>	<u>-</u>	<u>578,856</u>
Total Expenditures	<u>102,104,887</u>	<u>10,209,109</u>	<u>112,313,996</u>
Excess (deficiency) of revenues over expenditures	(154,283)	(1,106,118)	(1,260,401)
Other Financing Sources (Uses)			
Transfers in	-	250,000	250,000
Transfers out	<u>(250,000)</u>	<u>-</u>	<u>(250,000)</u>
Total Other Financing Sources (Uses)	<u>(250,000)</u>	<u>250,000</u>	<u>-</u>
Change in fund balance	(404,283)	(856,118)	(1,260,401)
Fund Equity, at Beginning of Year	<u>1,762,649</u>	<u>1,342,449</u>	<u>3,105,098</u>
Fund Equity, at End of Year	\$ <u><u>1,358,366</u></u>	\$ <u><u>486,331</u></u>	\$ <u><u>1,844,697</u></u>

The accompanying notes are an integral part of these financial statements.

WACHUSETT REGIONAL SCHOOL DISTRICT

**RECONCILIATION OF THE STATEMENT OF REVENUES,
EXPENDITURES, AND CHANGES IN FUND BALANCES OF
GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES**

FOR THE YEAR ENDED JUNE 30, 2019

Net Change in Fund Balances - Total Governmental Funds	\$ (1,260,401)
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Governmental funds report capital outlays as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense:

Capital asset purchases	285,475
Depreciation	(2,272,441)

The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term consumes the financial resources of governmental funds. Neither transaction, however, has any effect on net position:

Repayments of bonds	1,895,000
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Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds:

Change in net pension liability and related deferred outflows/inflows of resources	(2,059,516)
Change in net OPEB obligation and related deferred outflows/inflows of resources	(12,680,592)
Other	<u>53,703</u>

Change in Net Position - Governmental Activities	\$ <u>(16,038,772)</u>
---	-------------------------------

The accompanying notes are an integral part of these financial statements.

WACHUSETT REGIONAL SCHOOL DISTRICT

GENERAL FUND

STATEMENT OF REVENUES AND OTHER SOURCES, AND EXPENDITURES AND OTHER USES -

FOR THE YEAR ENDED JUNE 30, 2019

	<u>Budgeted Amounts</u>			Variance with Final Budget Positive (Negative)
	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual Amounts</u>	
Revenues and Other Sources				
Assessments to members	\$ 62,670,743	\$ 62,670,743	\$ 62,670,743	\$ -
Intergovernmental	30,936,708	30,936,708	30,616,170	(320,538)
Investment income	12,750	12,750	100,697	87,947
Miscellaneous	439,250	439,250	251,719	(187,531)
Use of fund balance	<u>400,000</u>	<u>400,000</u>	<u>400,000</u>	<u>-</u>
Total Revenues and Other Sources	94,459,451	94,459,451	94,039,329	(420,122)
Expenditures				
Administration	2,191,698	2,235,306	2,234,852	454
Instruction	55,445,462	54,915,103	54,655,381	259,722
Other school services	8,580,947	8,445,847	8,397,997	47,850
Operation and maintenance	6,458,304	6,499,308	6,446,120	53,188
Fixed charges	14,940,844	15,501,691	15,588,572	(86,881)
Programs with other districts	4,118,340	4,138,340	3,858,115	280,225
Debt service	<u>2,473,856</u>	<u>2,473,856</u>	<u>2,473,856</u>	<u>-</u>
Total Expenditures	<u>94,209,451</u>	<u>94,209,451</u>	<u>93,654,893</u>	<u>554,558</u>
Excess (deficiency) of Revenues Over Expenditures	250,000	250,000	384,436	134,436
Other Financing Uses				
Transfer out	<u>(250,000)</u>	<u>(250,000)</u>	<u>(250,000)</u>	<u>-</u>
Excess (deficiency) of revenues and other sources over expenditures and other uses	\$ <u>-</u>	\$ <u>-</u>	\$ <u>134,436</u>	\$ <u>134,436</u>

The accompanying notes are an integral part of these financial statements.

WACHUSETT REGIONAL SCHOOL DISTRICT

FIDUCIARY FUNDS

STATEMENT OF FIDUCIARY NET POSITION

JUNE 30, 2019

	OPEB <u>Trust Fund</u>	Private Purpose Trust Funds - <u>Scholarships</u>	Agency <u>Funds</u>
Assets			
Cash and short term investments	\$ <u>10,377</u>	\$ <u>201,910</u>	\$ <u>481,800</u>
Total Assets	10,377	201,910	481,800
Liabilities			
Warrants payable	-	-	28,864
Due to student organizations	<u>-</u>	<u>-</u>	<u>452,936</u>
Total Liabilities	<u>-</u>	<u>-</u>	\$ <u>481,800</u>
Net Position			
Restricted for OPEB purposes	10,377	-	
Restricted for other purposes	<u>-</u>	<u>201,910</u>	
Total Net Position	\$ <u>10,377</u>	\$ <u>201,910</u>	

The accompanying notes are an integral part of these financial statements.

WACHUSETT REGIONAL SCHOOL DISTRICT

FIDUCIARY FUNDS

STATEMENT OF CHANGES IN FIDUCIARY NET POSITION

FOR THE YEAR ENDED JUNE 30, 2019

	OPEB <u>Trust Fund</u>	Private Purpose Trust Funds - <u>Scholarships</u>
Additions		
Contributions	\$ 3,172,824	\$ 8,000
Investment income	<u>403</u>	<u>1,958</u>
Total Additions	3,173,227	9,958
Deductions		
Employee benefits	3,172,864	-
Awards and scholarships	<u>-</u>	<u>3,250</u>
Total Deductions	<u>3,172,864</u>	<u>3,250</u>
Net Increase	363	6,708
Net Position		
Beginning of Year	<u>10,014</u>	<u>195,202</u>
End of Year	\$ <u><u>10,377</u></u>	\$ <u><u>201,910</u></u>

The accompanying notes are an integral part of these financial statements.

WACHUSETT REGIONAL SCHOOL DISTRICT

Notes to the Financial Statements

1. Summary of Significant Accounting Policies

The accounting policies of the Wachusett Regional School District (the District) conform to Generally Accepted Accounting Principles (GAAP) as applicable to governmental units. The following is a summary of significant policies:

A. Reporting Entity

The Wachusett Regional School District is a municipal corporation governed by an elected Regional School Committee. As required by Generally Accepted Accounting Principles, these financial statements present the District and applicable component units for which the District is considered to be financially accountable. In fiscal year 2019, it was determined that no entities met the required GASB 14 (as amended) criteria of component units.

B. Government-wide and Fund Financial Statements

Government-wide Financial Statements

The government-wide financial statements (i.e., the Statement of Net Position and the Statement of Activities) report information on all of the nonfiduciary activities of the primary government. For the most part, the effect of interfund activity has been removed from these statements.

The Statement of Activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. Program revenues include (1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and (2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Member assessments and other items not properly included among program revenues are reported instead as *general revenues*.

Fund Financial Statements

Separate financial statements are provided for governmental funds and fiduciary funds, even though the latter are excluded from the government-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements.

C. *Measurement Focus, Basis of Accounting, and Financial Statement Presentation*

Government-Wide Financial Statements

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*, as are the fiduciary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met. As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

Fund Financial Statements

Governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. Typically, revenue items are considered to be measurable and available only when cash is received by the government. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, certain expenditures such as debt service, claims and judgments, compensated absences, and pension and OPEB are recorded as expenditures only when they are due.

The District reports the following major governmental fund:

- The *General Fund* is the District's primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund.

The fiduciary fund financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Under this method, revenues are recognized when earned and expenses are recorded when liabilities are incurred.

The District reports the following fiduciary funds:

- *Other Post-Employment Benefits Trust Fund* is used to accumulate resources for health and life insurance benefits for retired employees.
- *Private-Purpose Trust Funds* are used to account for trust arrangements, under which principal and investment income exclusively benefits individuals, private organizations, or other governments.
- *Agency Funds* are used to account for fiduciary assets held by the District in a custodial capacity as an agent on behalf of others (e.g., student activity funds). Agency funds report only assets and liabilities and, therefore, have no measurement focus.

D. Cash and Short-Term Investments

Cash balances from all funds, except those required to be segregated by law, are combined to form a consolidation of cash. Cash balances are invested to the extent available, and interest earnings are recognized in the General Fund. Certain governmental and fiduciary funds segregate cash, and investment earnings become a part of those funds.

Deposits with financial institutions consist primarily of demand deposits, certificates of deposits, and savings accounts. A cash and investment pool is maintained that is available for use by all funds. Each fund's portion of this pool is reflected on the combined financial statements under the caption "cash and short-term investments".

E. Interfund Receivables and Payables

Transactions between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as "due from/to other funds" (i.e., the current portion of interfund loans).

F. Capital Assets

Capital assets, which include land and buildings are reported in the government-wide financial statements. Capital assets are defined by the District as assets with an initial individual cost of more than \$25,000 and an estimated useful life in excess of two years. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at acquisition value at the date of donation.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized.

Major outlays for capital assets and improvements are capitalized as projects are constructed.

Capital assets are depreciated using the straight-line method over the following estimated useful lives:

<u>Assets</u>	<u>Years</u>
Buildings	40
Machinery and Equipment	5 - 10

G. Compensated Absences

It is the District's policy to permit certain employees to accumulate earned but unused vacation benefits. All vested vacation pay is accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

H. Long-Term Liabilities

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the Statement of Net Position.

I. Fund Equity

Fund equity at the governmental fund financial reporting level is classified as "fund balance". Fund equity for all other reporting is classified as "net position".

Fund Balance - Generally, fund balance represents the difference between current assets/deferred outflows and current liabilities/deferred inflows. The District reserves those portions of fund balance that are legally segregated for a specific future use or which do not represent available, spendable resources and, therefore, are not available for appropriation or expenditure.

When an expenditure is incurred that would qualify for payment from multiple fund balance types, the District uses the following order to liquidate liabilities: restricted, committed, assigned, and unassigned.

Net Position - Net position represents the difference between assets and deferred outflows and liabilities and deferred inflows. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowing used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on use, either through enabling legislation adopted by the District or through external restrictions imposed by creditors, grantors, or laws, or regulations of other governments. The remaining net position is reported as unrestricted.

J. Use of Estimates

The preparation of basic financial statements in conformity with Generally Accepted Accounting Principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures for contingent assets and liabilities at the date of the basic financial statements, and the reported amounts of revenues and expenditures/expenses during the fiscal year. Actual results could vary from estimates.

2. Stewardship, Compliance and Accountability

A. Budgetary Information

The School Committee annually determines the amount to be raised (after deducting the amount of anticipated revenue the District expects to receive) to maintain and operate the District during the next fiscal year. The District then calculates the assessments to each member community based on its approved budget and seeks an appropriation in the amount of that assessment from each community. After assessments are appropriated by each member community that are consistent with the School Committee's budget (either its initial budget or a budget revised to be consistent with the member's appropriations), the District Treasurer certifies the assessments to the treasurers of the member communities.

Formal budgetary integration is employed as a management control device during the year for the General Fund. Effective budgetary control is achieved for all other funds through provisions of Massachusetts General Laws.

At year-end, appropriation balances lapse, except for certain unexpended capital items which will be honored during the subsequent year.

B. Budgetary Basis

The General Fund final appropriation appearing on the "Budget and Actual" page of the fund financial statements represents the final amended budget after all transfers and supplemental appropriations.

C. Budget/GAAP Reconciliation

The budgetary data for the General Fund is based upon accounting principles that differ from Generally Accepted Accounting Principles (GAAP). Therefore, in addition to the GAAP basis financial statements, the results of operations of the General Fund are presented in accordance with budgetary accounting principles to provide a meaningful comparison to budgetary data.

The following is a summary of adjustments made to the actual revenues and other sources, and expenditures and other uses, to conform to the budgetary basis of accounting.

<u>General Fund</u>	<u>Revenues</u>	<u>Expenditures</u>	<u>Other Financing Sources/Uses</u>
GAAP basis	\$ 101,950,604	\$ 102,104,887	\$ (250,000)
Record use of fund balance as a funding source	400,000	-	-
Add end-of-year appropriation carryforwards	-	57,315	-
Reverse prior year appropriation carryforwards	-	(196,034)	-
Reverse State contributions to MTRS	<u>(8,311,275)</u>	<u>(8,311,275)</u>	<u>-</u>
Budgetary Basis	\$ <u>94,039,329</u>	\$ <u>93,654,893</u>	\$ <u>(250,000)</u>

D. Assessments to Members

Most capital and operating costs of the District in excess of each member's net minimum contribution are apportioned to the members on the basis of their respective pupil enrollments in the District on October 1 of the preceding year. Certain costs, such as transportation and debt service, are outside of the net school spending requirements established by the Commonwealth of Massachusetts. These costs are apportioned to the members based on either a percentage or on a member-specific basis. For the year ended June 30, 2019, the assessments were as follows:

Holden	\$ 28,087,047
Paxton	6,313,461
Princeton	4,863,870
Rutland	12,062,627
Sterling	<u>11,343,738</u>
Total	\$ <u>62,670,743</u>

3. Cash and Short-Term Investments

Custodial Credit Risk - Deposits. Custodial credit risk is the risk that in the event of a bank failure, the District's deposits may not be returned. Massachusetts General Law Chapter 44, section 55, limits the District's deposits "in a bank or trust company or banking company to an amount not exceeding 60% of the capital and surplus of such bank or trust company or banking company, unless satisfactory security is given to it by such bank or trust company or banking company for such excess." The District does not have a deposit policy for custodial credit risk.

At June 30, 2019, the District's bank balance was categorized as follows:

FDIC/DIF/NCUA	\$ 980,827
State pool	2,671,117
Uninsured or uncollateralized	<u>1,751,852</u>
Total	\$ <u>5,403,796</u>

4. Receivables

The receivable balance in the general fund represents late state aid, which was received in early July 2019. The receivable balance in other funds is comprised primarily of reimbursements requested from Federal and State agencies for expenditures incurred in fiscal year 2019.

5. Interfund Receivable/Payables Fund Accounts

Although self-balancing funds are maintained, most transactions flow through the general funds. In order to obtain accountability for each fund, interfund receivable and payable accounts must be utilized. As of June 30, 2020, \$589,149 was due from the Special Revenue Fund to the General Fund as a result of outstanding grant reimbursements due to the District.

6. Capital Assets

Capital asset activity for the year ended June 30, 2019 was as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Governmental Activities				
Capital assets, being depreciated:				
Buildings	\$ 90,755,709	\$ -	\$ -	\$ 90,755,709
Machinery and equipment	<u>38,142</u>	<u>35,475</u>	<u>-</u>	<u>73,617</u>
Total Capital Assets, Being Depreciated	90,793,851	35,475	-	90,829,326
Less accumulated depreciation for:				
Buildings	(22,880,784)	(2,268,893)	-	(25,149,677)
Machinery and equipment	<u>(38,142)</u>	<u>(3,548)</u>	<u>-</u>	<u>(41,690)</u>
Total Accumulated Depreciation	<u>(22,918,926)</u>	<u>(2,272,441)</u>	<u>-</u>	<u>(25,191,367)</u>
Total Capital Assets, Being Depreciated, net	67,874,925	(2,236,966)	-	65,637,959
Capital assets, not being depreciated:				
Land	695,000	-	-	695,000
Construction in progress	<u>-</u>	<u>250,000</u>	<u>-</u>	<u>250,000</u>
Total Capital Assets, Not Being Depreciated	<u>695,000</u>	<u>250,000</u>	<u>-</u>	<u>945,000</u>
Governmental Activities Capital Assets, Net	\$ <u>68,569,925</u>	\$ <u>(1,986,966)</u>	\$ <u>-</u>	\$ <u>66,582,959</u>

7. Deferred Outflows of Resources

Deferred outflows of resources represent the consumption of net position by the District that is applicable to future reporting periods. Deferred outflows of resources have a positive effect on net position, similar to assets. Deferred outflows of resources related to pensions and OPEB, in accordance with GASB Statements No. 68 and 75, are more fully discussed in the corresponding pension and OPEB notes.

8. Long-Term Debt

A. General Obligation Bonds

The District issues general obligation bonds to provide funds for the acquisition and construction of major capital facilities. General obligation bonds currently outstanding are as follows:

	Serial Maturities	Interest Rate(s) %	Amount Outstanding as of 06/30/19
<u>Governmental Activities:</u>	<u>Through</u>		
2014 State qualified refunding bonds	12/01/23	1.50 - 4.00%	\$ 6,130,000
2015 State qualified refunding bonds	07/15/24	2.00 - 4.00%	1,360,000
2010 Multipurpose bonds	10/15/26	2.50 - 4.25%	940,000
2009 Multipurpose bonds	08/15/28	3.12 - 4.50%	3,050,000
2011 Multipurpose bonds	01/15/30	3.00 - 5.25%	<u>1,770,000</u>
Total			<u>\$ 13,250,000</u>

B. Future Debt Service

The annual principal payments to retire all general obligation bonds outstanding as of June 30, 2019 are as follows:

Fiscal Year	Principal	Interest	Total
2020	\$ 1,935,000	\$ 392,106	\$ 2,327,106
2021	1,990,000	425,731	2,415,731
2022	2,040,000	346,106	2,386,106
2023	2,095,000	264,088	2,359,088
2024	2,160,000	180,009	2,340,009
2025-2030	<u>3,030,000</u>	<u>365,483</u>	<u>3,395,483</u>
Total	<u>\$ 13,250,000</u>	<u>\$ 1,973,523</u>	<u>\$ 15,223,523</u>

The General Fund has been designated as the source to repay the bonds payable.

C. Changes in General Long-Term Liabilities

During the year ended June 30, 2019, the following changes occurred in long-term liabilities (in thousands):

	Beginning Balance	Additions	Reductions	Ending Balance	Less Current Portion	Equals Long-Term Portion 06/30/19
<u>Governmental Activities</u>						
Bonds payable	\$ 15,145	\$ -	\$ (1,895)	\$ 13,250	\$ (1,935)	\$ 11,315
Compensated absences	294	-	(35)	259	-	259
Net pension liability	27,048	2,691	-	29,739	-	29,739
Net OPEB liability	<u>135,496</u>	<u>37,722</u>	<u>-</u>	<u>173,218</u>	<u>-</u>	<u>173,218</u>
Total	<u>\$ 177,983</u>	<u>\$ 40,413</u>	<u>\$ (1,930)</u>	<u>\$ 216,466</u>	<u>\$ (1,935)</u>	<u>\$ 214,531</u>

9. Deferred Inflows of Resources

Deferred inflows of resources are the acquisition of net position by the District that are applicable to future reporting periods. Deferred inflows of resources have a negative effect on net position, similar to liabilities. Deferred inflows of resources related to pension and OPEB will be recognized as expense in future years and are more fully described in the corresponding pension and OPEB notes.

10. Fund Balances

Fund balances are segregated to account for resources that are either not available for expenditure in the future or are legally set aside for a specific future use.

The District has implemented GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, which enhances the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied and by clarifying existing governmental fund type definitions.

The following types of fund balances are reported at June 30, 2019:

Nonspendable – Represents amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact. The District does not have any funds that meet this criteria.

Restricted – Represents amounts that are restricted to specific purposes by constraints imposed by creditors, grantors, contributors, or laws or regulations of other governments, or constraints imposed by law through constitutional provisions or enabling legislation. This fund balance classification includes the District's grant and revolving funds and the remaining funds from bonded projects.

Committed - Represents amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the District's highest level of decision-making authority. The District does not have any funds that meet this criteria.

Assigned - Represent amounts that are constrained by the District's intent to use these resources for a specific purpose. This fund balance classification includes General Fund encumbrances for the expenditure of current year budgetary financial resources upon vendor performance in the subsequent budgetary period.

Unassigned – Represent amounts that are available to be spent in future periods.

The following is a breakdown of the District's fund balances at June 30, 2019:

	General Fund	Nonmajor Governmental Funds	Total Governmental Funds
Restricted:			
Grants and revolving funds	\$ -	\$ 485,764	\$ 485,764
Bonded projects	-	567	567
Total Restricted	-	486,331	486,331
Assigned:			
Encumbrances	57,315	-	57,315
Total Assigned	57,315	-	57,315
Unassigned:			
General Fund	1,301,051	-	1,301,051
Total Unassigned	1,301,051	-	1,301,051
Total Fund Balances	\$ 1,358,366	\$ 486,331	\$ 1,844,697

11. Worcester Contributory Retirement System

The District follows the provisions of GASB Statement No. 68, *Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27*, with respect to the employees' retirement funds.

A. Plan Description

All eligible employees of the District (except teachers) are members of the Worcester Contributory Retirement System (the System), a cost-sharing, multiple-employer public employee retirement system (PERS). Eligible employees must participate in the System. The pension plan provides pension benefits, deferred allowances, and death and disability benefits. Chapter 32 of Massachusetts General Laws establishes the authority of the System, contribution percentages and benefits paid. The System's Retirement Board does not have the authority to amend benefit provisions. Additional information is disclosed in the System's annual financial reports publicly available from the System located at Worcester Regional Retirement System at 23 Midstate Drive, Suite 106, Midstate Office Park, Auburn, Massachusetts 01501 or from the System's website at www.worcesterregionalretirement.org.

Participant Contributions

Participants contribute a set percentage of their gross regular compensation annually. Employee contribution percentages are specified in Chapter 32 of the Massachusetts General Laws. The employee's individual contribution percentage is determined by their date of entry into the System. In addition, all employees hired on or after January 1, 1979 contribute an additional 2% on all gross regular compensation over the rate of \$30,000 per year. The percentages are as follows:

Before January 1, 1975	5%
January 1, 1975 - December 31, 1983	7%
January 1, 1984 - June 30, 1996	8%
Beginning July 1, 1996	9%

For those members entering the System on or after April 2, 2012 in Group 1, the contribution rate will be reduced to 6% when at least 30 years of creditable service has been attained.

Participant Retirement Benefits

A retirement allowance consists of two parts: an annuity and a pension. A member's accumulated total deductions and a portion of the interest they generate constitute the annuity. The difference between the total retirement allowance and the annuity is the pension. The average retirement benefit is approximately 80-85% pension and 15-20% annuity.

The System provides for retirement allowance benefits up to a maximum of 80% of a member's highest 3-year average annual rate of regular compensation for those hired prior to April 2, 2012 and the highest 5-year average annual rate of regular compensation for those first becoming members of the Massachusetts System on or after that date. However, per Chapter 176 of the Acts of 2011, for members who retire on or after April 2, 2012, if in the 5 years of creditable service immediately preceding retirement, the difference in the annual rate of regular compensation between any 2 consecutive years exceeds 100%, the normal yearly amount of the retirement allowance shall be based on the average annual rate of regular compensation received by the member during the period of 5 consecutive years preceding retirement. Benefit payments are based upon a member's age, length of creditable service, level of compensation, and group classification.

There are four classes of membership in the retirement system, but one of these classes, Group 3, is made up exclusively of the Massachusetts State Police. The other three classes are as follows:

- Group 1 – General employees, including clerical, administrative, technical, and all other employees not otherwise classified.
- Group 2 – Certain specified hazardous duty positions.
- Group 4 – Police officers, firefighters, and other specified hazardous positions.

A retirement allowance may be received at any age, upon attaining 20 years of service. The plan also provides for retirement at age 55 if the participant was a member prior to January 1, 1978, with no minimum vesting requirements. If the participant was a member on or after January 1, 1978 and a member of Groups 1 or 2, then a retirement allowance may be received if the participant (1) has at least 10 years of creditable service, (2) is age 55, (3) voluntarily left District employment on or after that date, and (4) left accumulated annuity deductions in the fund. Members of Group 4 have no minimum vesting requirements, however, must be at least age 55. Groups 2 and 4 require that participants perform the duties of the Group position for at least 12 months immediately prior to retirement.

A participant who became a member on or after April 2, 2012 is eligible for a retirement allowance upon 10 years creditable service and reaching ages 60 or 55 for Groups 1 and 2, respectively. Participants in Group 4 must be at least age 55. Groups 2 and 4 require that participants perform the duties of the Group position for at least 12 months immediately prior to retirement.

Methods of Payment

A member may elect to receive his or her retirement allowance in one of three forms of payment as follows:

- Option A – Total annual allowance, payable in monthly installments, commencing at retirement and terminating at the members death.
- Option B – A reduced annual allowance, payable in monthly installments, commencing at retirement and terminating at the death of the member, provided however, that if the total amount of the annuity portion received by the member is less than the amount of his or her accumulated deductions, including interest, the difference or balance of his accumulated deductions will be paid in a lump sum to the retiree's beneficiary or beneficiaries of choice.
- Option C – A reduced annual allowance, payable in monthly installments, commencing at retirement. At the death of the retired employee, 2/3 of the allowance is payable to the member's designated beneficiary (who may be the spouse, or former spouse who has not remarried, child, parent, sister, or brother of the employee) for the life of the beneficiary. For members who retired on or after January 12, 1988, if the beneficiary pre-deceases the retiree, the benefit payable increases (or "pops up" to Option A) based on the factor used to determine the Option C benefit at retirement. For members who retired prior to January 12, 1988, if the System has accepted Section 288 of Chapter 194 of the Acts of 1998 and the beneficiary pre-deceases the retiree, the benefit payable "pops up" to Option A in the same fashion. The Option C became available to accidental disability retirees on November 7, 1996.

Participant Refunds

Employees who resign from service and who are not eligible to receive a retirement allowance or are under the age of 55 are entitled to request a refund of their accumulated total deductions. In addition, depending upon the number of years of creditable service, such employees are entitled to receive zero, 50, or 100% of the regular interest which has accrued upon those deductions. However, effective July 1, 2010, members voluntarily withdrawing with less than 10 years of service get credited interest each year at a rate of 3% and do not forfeit any interest previously earned on contributions.

Employer Contributions

Employers are required to contribute at actuarially determined rates as accepted by the Public Employee Retirement Administration Commission (PERAC).

The District's contribution to the System for the year ended June 30, 2019 was \$1,825,956, which was equal to its annual required contribution.

B. Summary of Significant Accounting Policies

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the System and additions to/ deductions from System's fiduciary net position have been determined on the same basis as they are reported by the System. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with benefit terms. Investments are reported at fair value.

C. Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2019, the District reported a liability of \$29,739,068 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2018, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of January 1, 2018, rolled forward to the measurement date of December 31, 2018. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined. At December 31, 2018, the District's proportion was 3.2797%.

For the year ended June 30, 2019, the District recognized pension expense of \$3,885,472. In addition, the District reported deferred outflows of resources and deferred (inflows) of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred (Inflows) of Resources
Differences between expected and actual experience	\$ 131,818	\$ (220,458)
Changes in assumptions	1,847,868	-
Net difference between pension projected and actual pension investment earnings	1,118,873	-
Changes in proportion and differences between pension contributions and proportionate share of contributions	<u>740,672</u>	<u>-</u>
Total	\$ <u>3,839,231</u>	\$ <u>(220,458)</u>

Amounts reported as deferred outflows and (inflows) of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:	
2020	\$ 1,163,594
2021	882,006
2022	878,581
2023	773,518
2024	<u>(78,926)</u>
Total	\$ <u>3,618,773</u>

D. Actuarial Assumptions

The total pension liability was determined by an actuarial valuation as of January 1, 2018 using the following actuarial assumptions, applied to all periods included in the measurement:

COLA: 3% of the first \$14,000

Salary increases: 4.25% - 7% per year, depending on Group

Investment rate of return: 7.75%

Mortality rates were based on the RP-2000 Mortality Table (base year 2009) with full generational mortality improvement using Scale BB. For disabled lives, the mortality rates were based on the RP-2000 Mortality Table (base year 2012) with full generational mortality improvement using Scale BB.

The long-term expected rate of return on pension plan investments was selected from a best estimate range determined using the building block approach. Under this method, an expected future real return range (expected returns, net of pension plan investment expense and inflation) is calculated separately for each asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return net of investment expenses by the target asset allocation percentage and by adding an expected inflation rate. Best estimates of arithmetic real rates of return for each major asset class included in the pension plan's target asset allocation as of December 31, 2018 are summarized in the following table:

<u>Asset Class</u>	<u>Target Asset Allocation</u>	<u>Long-term Expected Real Rate of Return</u>
Global equity	39.00%	4.75%
Fixed income	23.00%	2.28%
Private equity	13.00%	8.15%
Real estate	10.00%	3.43%
Timber/natural resources	4.00%	4.00%
Portfolio completion strategies	11.00%	3.76%
Total	<u>100.00%</u>	

E. Discount Rate

The discount rate used to measure the total pension liability was 7.75%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that employer contributions will be made at contractually required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments to current active and inactive plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

F. Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.75%, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage-point lower or 1 percentage-point higher than the current rate:

1% Decrease	Current Discount Rate	1% Increase
<u>6.75%</u>	<u>7.75%</u>	<u>8.75%</u>
\$ 35,822,562	\$ 29,739,068	\$ 24,599,760

G. Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the separately issued financial report.

12. Massachusetts Teachers' Retirement System (MTRS)

A. Plan Description

The Massachusetts Teachers' Retirement System (MTRS) is a public employee retirement system (PERS) that administers a cost-sharing multi-employer defined benefit plan, as defined in Governmental Accounting Standards Board (GASB) Statement No. 67, *Financial Reporting for Pension Plans*. MTRS is managed by the Commonwealth of Massachusetts on behalf of municipal teachers and municipal teacher retirees. The Commonwealth is a nonemployer contributor and is responsible for all contributions and future benefit requirements of the MTRS. The MTRS covers certified teachers in cities (except Boston), towns, regional school districts, charter schools, educational collaboratives, and Quincy College. The MTRS is part of the Commonwealth of Massachusetts reporting entity and does not issue a stand-alone audited financial report.

Management of MTRS is vested in the Massachusetts Teachers' Retirement Board (MTRB), which consists of seven members - two elected by the MTRS members, one who is chosen by the six other MTRB members, the State Treasurer (or their designee), the State Auditor (or their designee), a member appointed by the Governor, and the Commissioner of Education (or their designee), who serves ex-officio as the Chairman of the MTRB.

B. Benefits Provided

MTRS provides retirement, disability, survivor, and death benefits to members and their beneficiaries. Massachusetts General Laws (MGL) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest 3-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated on the basis of the last 5 years or any 5 consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Legislature.

Members become vested after 10 years of creditable service. A superannuation retirement allowance may be received upon the completion of 20 years of creditable service or upon reaching the age of 55 with 10 years of service. Normal retirement for most employees occurs at age 65. Most employees who joined the system after April 1, 2012 cannot retire prior to age 60.

MTRS funding policies have been established by Chapter 32 of Massachusetts General Laws. The Legislature has the authority to amend these policies. The annuity portion of the MTRS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

C. Contributions

Member contributions for MTRS vary depending on the most recent date of membership:

<u>Membership Date</u>	<u>% of Compensation</u>
Prior to 1975	5% of regular compensation
1975 - 1983	7% of regular compensation
1984 to 6/30/1996	8% of regular compensation
7/1/1996 to present	9% of regular compensation
7/1/2001 to present	11% of regular compensation (for teachers hired after 7/1/01 and those accepting provisions of Chapter 114 of the Acts of 2000)
1979 to present	An additional 2% of regular compensation in excess of \$30,000

D. Actuarial Assumptions

The total pension liability for the June 30, 2018 measurement date was determined by an actuarial valuation as of January 1, 2018 rolled forward to June 30, 2018. This valuation used the following assumptions:

- (a) 7.35% investment rate of return, (b) 3.50% interest rate credited to the annuity savings fund and (c) 3.00% cost of living increase on the first \$13,000 per year.
- Salary increases are based on analyses of past experience but range from 4.0% to 7.5% depending on length of service.
- Experience study is dated July 21, 2014 and encompasses the period from January 1, 2006 to December 31, 2011.
- Mortality rates were as follows:
 - Pre-retirement - reflects RP-2014 White Collar Employees table projected generationally with Scale MP 2016 (gender distinct).
 - Post-retirement - reflects RP-2014 White Collar Healthy Annuitant table projected generationally with Scale MP 2016 (gender distinct).
 - Disability – assumed to be in accordance with the RP-2014 White Collar Healthy Annuitant table projected generationally with Scale MP-2016 (gender distinct).

Investment assets of the MTRS are with the Pension Reserves Investment Trust (PRIT) Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of

geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, 2018 are summarized in the following table:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global equity	39.0%	5.0%
Portfolio completion strategies	13.0%	3.7%
Core fixed income	12.0%	0.9%
Private equity	12.0%	6.6%
Real estate	10.0%	3.8%
Value added fixed income	10.0%	3.8%
Timber/natural resources	4.0%	3.4%
Total	<u>100.0%</u>	

E. Discount Rate

The discount rate used to measure the total pension liability was 7.35%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

F. Sensitivity Analysis

The following illustrates the sensitivity of the collective net pension liability to changes in the discount rate. In particular, the table presents the MTRS collective net pension liability assuming it was calculated using a single discount rate that is 1 percentage-point lower or 1 percentage-point higher than the current discount rate (amounts in thousands):

<u>1% Decrease</u> <u>(6.35%)</u>	<u>Current Discount</u> <u>Rate (7.35%)</u>	<u>1% Increase</u> <u>(8.35%)</u>
\$ 29,482,300	\$ 23,711,289	\$ 18,771,300

G. Special Funding Situation

The Commonwealth is a nonemployer contributor and is required by statute to make all actuarial determined employer contributions on behalf of the member employers. Therefore, these employers are considered to be in a special funding situation as defined by GASB Statement No. 68, Accounting and Financial Reporting for (GASB 68) and the Commonwealth is a nonemployer contributing entity in MTRS. Since the employees do

not contribute directly to MTRS, there is no net pension liability to recognize for each employer.

H. District Proportions

In fiscal year 2018 (the most recent measurement period), the Commonwealth's proportionate share of the MTRS' collective net pension liability was approximately \$150 million, based on a proportionate share of 0.632140%. As required by GASB 68, the District has recognized its portion of the Commonwealth's contribution of approximately \$8.3 million as both a revenue and expenditure in the General Fund, and its portion of the collective pension expense of approximately \$15.2 million as both a revenue and expense in the governmental activities.

13. Other Post-Employment Benefits (GASB 74 and GASB 75)

GASB Statement No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans (OPEB)*, replaces the requirements of Statement No. 43, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*. This applies if a trust fund has been established to fund future OPEB costs. In fiscal year 2017, the District established a single-employer defined benefit OPEB Trust Fund to provide funding for future employee health care costs. The OPEB Trust Fund does not issue a stand-alone financial report.

GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, replaces the requirements of Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*. Statement No. 75 establishes standards for recognizing and measuring liabilities, deferred outflows of resources, deferred inflows of resources, and expense/expenditures. Statement No. 75 identifies the methods and assumptions that are required to be used to project benefit payments, discounted projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service.

All the following OPEB disclosures are based on a measurement date of June 30, 2019.

A. General Information

Plan Description

The District provides post-employment healthcare benefits for retired employees through the District's plan. The District provides health and life insurance coverage. The benefits, benefit levels, employee contributions, and employer contributions are governed by Chapter 32 of the Massachusetts General Laws.

Benefits Provided

The District provides medical and life insurance to retirees and their covered dependents. All active employees who retire from the District and meet the eligibility criteria will receive these benefits.

Plan Membership

As of July 1, 2018, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefit payments	475
Active employees	<u>992</u>
Total	<u>1,467</u>

B. Investments

The OPEB trust fund assets are not invested as of June 30, 2019.

Rate of Return. For the year ended June 30, 2019, the annual money-weighted rate of return on investments, net of investment expense was 3.57%. The money-weighted rate of return expresses investment performance, net of investment expense, adjusted for the changing amounts actually invested.

C. Actuarial Assumptions

The net OPEB liability was determined by an actuarial valuation as of July 1, 2018, using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Inflation	2.6%	
Investment rate of return	6.75%	compounded annually, net of fees
Municipal bond rate/discount rate	3.5%	
Healthcare cost trend rates	8.0%	for 2018 to an ultimate rate of 3.90% as of 2024
Retiree's share of benefit-related costs	40%	medical
	50%	life
Participation rate	80%	medical
	85%	life

Post-retirement mortality rates for general employees were based on the RP-2014 Blue Collar Healthy Annuitant Mortality Table projected generationally using scale MP- 2018.

Pre-retirement mortality rates for general employees are based on the RP-2014 Blue Collar Employees Table projected generationally using scale MP-2018.

Post-retirement mortality rates for teachers are based on the RP-2014 White Collar Mortality Table, base year 2014, projected with generational mortality improvement using scale MP-2016.

Pre-retirement mortality rates for teachers are based on the RP-2014 White Collar Mortality Table, base year 2014, projected with generational mortality improvement using scale MP-2016.

The discount rate used to measure the net OPEB liability was 3.50%, based on the Bond Buyer 20-Bond GO Index published on June 27, 2019. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate.

Based on those assumptions, the OPEB plan fiduciary net position was not projected to be available to make all projected future benefit payments of current plan members.

D. Target Allocations

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of arithmetic/geometric real rates of return for each major asset class included in the target asset allocation as of June 30, 2019 are summarized in the following table.

<u>Asset Class</u>	<u>Target Asset Allocation</u>	<u>Long-term Expected Real Rate of Return</u>
Domestic equity	30.00%	5.92%
Domestic bond	25.00%	3.69%
International equity	15.00%	2.73%
Alternatives	20.00%	3.50%
International bond	10.00%	3.80%
Cash and equivalents	0.00%	0.00%
Total	<u>100.00%</u>	

E. Discount Rate

The discount rate used to measure the net OPEB liability was 3.5%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate.

F. Net OPEB Liability

The components of the net OPEB liability, measured as of June 30, 2019, were as follows:

Total OPEB liability	\$ 173,228,541
Plan fiduciary net position	<u>10,377</u>
Net OPEB liability	\$ <u><u>173,218,164</u></u>
Plan fiduciary net position as a percentage of the total OPEB liability	0.01%

G. Changes in the Net OPEB Liability

The following summarizes the changes in the net OPEB liability for the past year:

	Increase (Decrease)		
	Total OPEB Liability (a)	Plan Fiduciary Net Position (b)	Net OPEB Liability (a) - (b)
Balances at June 30, 2018	\$ 135,506,124	\$ 10,019	\$ 135,496,105
Changes for the year:			
Service cost	7,253,067	-	7,253,067
Interest	5,463,387	-	5,463,387
Contributions - employer		3,172,824	(3,172,824)
Net investment income	-	358	(358)
Differences between expected and actual experience	(3,038,565)	-	(3,038,565)
Changes in assumptions or other inputs	31,217,352	-	31,217,352
Benefit payments	<u>(3,172,824)</u>	<u>(3,172,824)</u>	<u>-</u>
Net Changes	<u>37,722,417</u>	<u>358</u>	<u>37,722,059</u>
Balances at June 30, 2019	\$ <u><u>173,228,541</u></u>	\$ <u><u>10,377</u></u>	\$ <u><u>173,218,164</u></u>

Changes of assumptions and other inputs reflect a change in the discount rate from 3.87% in fiscal year 2018 to 3.50% in fiscal year 2019.

H. Sensitivity of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1 percentage-point lower or 1 percentage-point higher than the current discount rate:

1% Decrease <u>(2.50%)</u>	Current Discount Rate <u>(3.50%)</u>	1% Increase <u>(4.50%)</u>
\$209,510,820	\$173,218,164	\$145,186,103

I. Sensitivity of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the net OPEB liability, as well as what the net OPEB liability would be if it as calculated using healthcare cost trend rates that are 1 percentage-point lower or 1 percentage-point higher than the current healthcare cost trend rates:

1% Decrease <u>(7.0%)</u>	Current Healthcare Cost Trend Rates <u>(8.0%)</u>	1% Increase <u>(9.0%)</u>
\$139,842,142	\$173,218,164	\$221,305,867

J. OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2019, the District recognized OPEB expense of \$15,853,416. At June 30, 2019, the District reported deferred outflows and (inflows) of resources related to OPEB from the following sources:

	Deferred Outflows of <u>Resources</u>	Deferred (Inflows) of <u>Resources</u>
Difference between expected and actual experience	\$ 528	\$ (2,584,370)
Change in assumptions	26,551,081	(5,189,895)
Total	<u>\$ 26,551,609</u>	<u>\$ (7,774,265)</u>

Amounts reported as deferred outflows and (inflows) of resources related to OPEB will be recognized in OPEB expense as follows:

<u>Year ended June 30:</u>	
2020	\$ 3,137,713
2021	3,137,713
2022	3,137,713
2023	3,137,641
2024	3,320,233
Thereafter	<u>2,906,331</u>
Total	\$ <u>18,777,344</u>

14. Commitments and Contingencies

Grants - Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies, principally the federal government. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount of expenditures which may be disallowed by the grantor cannot be determined at this time, although the District expects such amounts, if any, to be immaterial.

15. Subsequent Events

COVID-19

The COVID-19 outbreak in the United States (and across the globe) has resulted in economic uncertainties. The disruption is expected to be temporary, but there is considerable uncertainty around the duration and scope. The extent of the impact of COVID-19 on our operational and financial performance will depend on certain developments, including the duration and spread of the outbreak, impact on our students served by the District, employees, and vendors, all of which are uncertain and cannot be predicted. At this point, the extent to which COVID-19 may impact our financial condition or results of operations is uncertain.

Capital lease

In July 2019 the District entered into a lease to finance a portion of a turf field at the High School. The amount financed is \$189,155 and total lease payments over the three year repayment period is \$207,802.

WACHUSETT REGIONAL SCHOOL DISTRICT
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (GASB 68)

JUNE 30, 2019
(Unaudited)

Worcester Regional Retirement System

Fiscal Year	Measurement Date	Proportion of the Net Pension Liability	Proportionate Share of the Net Pension Liability	Proportionate Share of the Net Pension Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position Percentage of the Total Pension Liability
June 30, 2019	December 31, 2018	3.28%	\$ 29,739,068	\$ 9,287,357	43.1%
June 30, 2018	December 31, 2017	3.32%	\$ 27,047,828	\$ 11,159,876	46.4%
June 30, 2017	December 31, 2016	2.94%	\$ 24,584,493	\$ 12,325,281	42.0%
June 30, 2016	December 31, 2015	3.02%	\$ 21,453,126	\$ 10,975,602	44.5%
June 30, 2015	December 31, 2014	3.29%	\$ 19,556,058	\$ 10,553,463	47.9%

Massachusetts Teachers' Retirement System

Fiscal Year	Measurement Date	Proportion of the Net Pension Liability	Proportionate Share of the Net Pension Liability	Commonwealth of Massachusetts'		Proportionate Share of the Net Pension Liability as a Percentage of Covered Payroll	Plan Fiduciary Net Position Percentage of the Total Pension Liability
				Total Proportionate Share of the Net Pension Liability Associated with the District	Total Net Pension Liability Associated with the District		
June 30, 2019	June 30, 2018	0.632140%	\$ -	\$ 149,888,653	\$ 149,888,653	\$ 44,394,345	54.84%
June 30, 2018	June 30, 2017	0.664017%	\$ -	\$ 151,962,838	\$ 151,962,838	\$ 44,800,000	54.25%
June 30, 2017	June 30, 2016	0.645695%	\$ -	\$ 144,361,094	\$ 144,361,094	\$ 44,800,000	52.73%
June 30, 2016	June 30, 2015	0.643135%	\$ -	\$ 131,776,121	\$ 131,776,121	\$ 41,000,000	55.38%
June 30, 2015	June 30, 2014	0.652099%	\$ -	\$ 103,660,015	\$ 103,660,015	\$ 40,000,000	61.64%

Schedules are intended to show information for 10 years. Additional years will be displayed as they become available.

See Independent Auditors' Report.

WACHUSETT REGIONAL SCHOOL DISTRICT
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF PENSION CONTRIBUTIONS (GASB 68)

JUNE 30, 2019

(Unaudited)

Worcester Regional Retirement System						
<u>Fiscal Year</u>	<u>Measurement Date</u>	Contributions in			Contributions as a Percentage of Covered Payroll	
		Contractually Required Contribution	Relation to the Contractually Required Contribution	Contribution Deficiency (Excess)		
June 30, 2019	December 31, 2018	\$ 1,825,956	\$ 1,825,956	\$ -	\$ 9,287,357	20%
June 30, 2018	December 31, 2017	\$ 1,678,385	\$ 1,678,385	\$ -	\$ 11,159,876	15%
June 30, 2017	December 31, 2016	\$ 1,425,736	\$ 1,425,736	\$ -	\$ 12,325,281	12%
June 30, 2016	December 31, 2015	\$ 1,359,653	\$ 1,359,653	\$ -	\$ 10,975,602	12%
June 30, 2015	December 31, 2014	\$ 1,298,737	\$ 1,298,737	\$ -	\$ 10,553,463	12%

Massachusetts Teachers' Retirement System						
<u>Fiscal Year</u>	<u>Measurement Date</u>	Contributions in			Contributions as a Percentage of Covered Payroll	
		Contractually Required Contribution	Relation to the Contractually Required Contribution	Contribution Deficiency (Excess)		
June 30, 2019	June 30, 2018	\$ 8,311,275	\$ 8,311,275	\$ -	\$ 44,394,345	19%
June 30, 2018	June 30, 2017	\$ 8,204,027	\$ 8,204,027	\$ -	\$ 44,800,000	18%
June 30, 2017	June 30, 2016	\$ 7,261,380	\$ 7,261,380	\$ -	\$ 44,800,000	16%
June 30, 2016	June 30, 2015	\$ 6,572,392	\$ 6,572,392	\$ -	\$ 41,000,000	16%
June 30, 2015	June 30, 2014	\$ 6,112,644	\$ 6,112,644	\$ -	\$ 40,000,000	15%

Schedules are intended to show information for 10 years. Additional years will be displayed as they become available.

See Independent Auditors' Report.

WACHUSETT REGIONAL SCHOOL DISTRICT

REQUIRED SUPPLEMENTARY INFORMATION

SCHEDULE OF CHANGES IN THE NET OPEB LIABILITY (GASB 74 and GASB 75)

(Unaudited)

	<u>2019</u>	<u>2018</u>	<u>2017</u>
Total OPEB Liability			
Service cost	\$ 7,253,067	\$ 7,593,739	\$ 9,091,033
Interest on unfunded liability - time value of money	5,463,387	4,989,178	4,278,911
Difference between expected and actual experience	(3,038,565)	-	-
Change in assumptions and other inputs	31,217,352	(7,338,921)	(19,679,264)
Benefit payments, including refunds of member contributions	<u>(3,172,824)</u>	<u>(3,013,387)</u>	<u>(2,922,743)</u>
Net Change in Total OPEB Liability	37,722,417	2,230,609	(9,232,063)
Total OPEB Liability - Beginning	<u>135,506,124</u>	<u>133,275,515</u>	<u>142,507,578</u>
Total OPEB Liability - Ending (a)	\$ <u>173,228,541</u>	\$ <u>135,506,124</u>	\$ <u>133,275,515</u>
Plan Fiduciary Net Position			
Contributions - employer	3,172,824	3,023,387	2,922,743
Net investment income	358	19	-
Benefit payments, including refunds of member contributions	<u>(3,172,824)</u>	<u>(3,013,387)</u>	<u>(2,922,743)</u>
Net Change in Plan Fiduciary Net Position	358	10,019	-
Plan Fiduciary Net Position - Beginning	<u>10,019</u>	<u>-</u>	<u>-</u>
Plan Fiduciary Net Position - Ending (b)	\$ <u>10,377</u>	\$ <u>10,019</u>	\$ <u>-</u>
Net OPEB Liability - Ending (a - b)	\$ <u>173,218,164</u>	\$ <u>135,496,105</u>	\$ <u>133,275,515</u>

*Schedule is intended to show information for 10 years.
Additional years will be displayed as they become available.*

See Independent Auditors' Report.

WACHUSETT REGIONAL SCHOOL DISTRICT
REQUIRED SUPPLEMENTARY INFORMATION

SCHEDULES OF NET OPEB LIABILITY, CONTRIBUTIONS AND INVESTMENT RETURNS (GASB 74 AND GASB 75)

(Unaudited)

	<u>2019</u>	<u>2018</u>	<u>2017</u>
Schedule of Net OPEB Liability			
Total OPEB liability	\$ 173,228,541	\$ 135,506,124	\$ 133,275,515
Plan fiduciary net position	<u>(10,377)</u>	<u>(10,019)</u>	<u>-</u>
Net OPEB liability	<u>\$ 173,218,164</u>	<u>\$ 135,496,105</u>	<u>\$ 133,275,515</u>

Plan fiduciary net position as a percentage of the total OPEB liability	0.01%	0.01%	0.00%
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	<u>2019</u>	<u>2018</u>	<u>2017</u>
Schedule of Contributions			
Actuarially determined contribution	\$ 15,245,531	\$ 15,185,148	\$ 13,378,565
Contributions in relation to the actuarially determined contribution	<u>(3,172,824)</u>	<u>(3,023,387)</u>	<u>(2,922,743)</u>
Contribution deficiency (excess)	<u>12,072,707</u>	<u>12,161,761</u>	<u>10,455,822</u>

	<u>2019</u>	<u>2018</u>	<u>2017</u>
Schedule of Investment Returns			
Annual money weighted rate of return, net of investment expense	3.57%	Unavailable	Unavailable

Schedule is intended to show information for 10 years. Additional years will be displayed as they become available.

See notes to District's financial statements for summary of significant actuarial methods and assumptions.

See Independent Auditors' Report.

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

Tuesday, September 1, 2020
6:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

Minutes

In Attendance: Adam Young, Chair, Jeffrey Haynes, Vice-chair, Linda Woodland

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

Others: Megan Weeks, Chair, WRSDC
Carolyn Beaumier, WREA

I. Call to Order

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

II. Approval of Minutes

Motion: To approve the minutes of the August 18, 2020 meeting of the Facilities and Security Subcommittee.

(J. Haynes)
(L. Woodland)

Roll call vote:

In favor:

Adam Young
Jeffrey Haynes
Linda Woodland

Opposed:

None

The minutes were unanimously approved.

III. Facility and Infrastructure Requirements for Reopening

- Review of HVAC Review/Repair status by building

Superintendent McCall provided an update on HVAC and related work at the schools. Central Tree Middle has a roof unit not communicating with the building's central controls. Chocksett needs AC work. There is a motor/belt problem at both Davis Hill and Naquag. Thermostats are getting calibrated at ECC. Dawson has a bathroom getting worked on, and the system for the tech room in Mayo is not working. Mountview has a heating wheel that needs work. Paxton is getting pneumatic lines work. Units in multiple classrooms at Thomas Prince are being addressed. Administration is also working on airflow for interior classrooms at the high school.

Superintendent McCall said air flow meters will be used in every building to check the flow and quality of the air. The District is planning to have its crew inspect every room, and work with a third party to conduct random samples across the buildings. The District will consult with DESE to get aligned with DESE standards.

Member Woodland asked how often the HVAC filters would be changed. Superintendent McCall said probably quarterly, adding that masks worn by students and faculty reduce what would be trapped by HVAC filters.

Vice-chair Haynes asked if the work can be completed by October 5, and Superintendent McCall said the work is getting close to completion.

Chair Young asked if the uni-vents can run full time, and emphasized the need to keep the systems clean. Superintendent McCall answered the uni-vents can run full time, and extended hours are planned, such as starting earlier in the morning and running later into the evening. Teachers are being asked to pay attention to the systems in their rooms as a way to keep up with monitoring cleanliness.

WREA Rep Beaumier asked if the air purifiers would be used in rooms where the windows do not open. Superintendent McCall responded that the purifiers would be used in places where the air is not circulating as well. Administration is looking at the screens for windows at Glenwood, particularly to guard against yellow jackets from coming in during the warmer months.

Member Woodland asked about a safety protocol, in the event the HVAC was failing in a classroom. Superintendent McCall responded that students would be relocated to a safe space.

Chair Young requested a list that would provide the building, the remaining work to be done, the status of the work and projected timeline for completion.

Chair Young inquired about preparedness for situations that require a transparent divider. Superintendent McCall said the District has purchased some dividers, and is having more built.

School Committee Chair Weeks asked who will be identified as the school's Covid leader, and who will be responsible for managing the flow of information in case there is a case of Covid in the schools. Superintendent McCall said there will not be a diagnosis of Covid at the school. Confirmation of cases would come via the parents or employees. Principals are the lead to share the information through the District's Central Office.

Chair Young asked about installing sinks classrooms. Superintendent McCall answered the District installed a sink in the nurse's office at ECC. The option is being explored in other places, but if a sink cannot be installed, hand sanitizer will be. Member Woodland asked if the hand sanitizer is scented. Superintendent McCall said he did not believe so, but all of it has some smell to it.

WREA Rep Beaumier asked about the frequency of cleaning carpets for the buildings. Superintendent McCall said the District has not yet established a protocol, but the machines to do the work are getting purchased.

IV. Safety and Security for Remote Learning Plans and Student Health Records

Superintendent McCall provided an update on privacy and security concerns for remote learning. Participants in classroom Google Hangouts must be from a wrsd.net address. Teachers are being asked to remind students to mute their mics when not in use for privacy. Parents also are reminded that they are not allowed to record hangout sessions. Member Woodland noted security concerns about Zoom, but Superintendent McCall said the District was set up for using Google Hangouts, not Zoom.

V. Use of fields and outdoor facilities by the public during closure

Superintendent McCall reported that he will be meeting with the Holden Selectboard about the high school field, and directing people not to use that space for walking dogs.

Director Deedy provided an update on an application for federal reimbursement for \$129,000 spent on PPE and cleaning supplies. Other possibilities for reimbursement to the District include Covid-related overtime HVAC expenses.

VI. Prioritization of Subcommittee Policy Review

Member Woodland identified multiple facility-related policies that might require review as the District operates during the pandemic. Chair Young said part of that

review can include checking with MASC for updated guidance on the relevant topics. One possibility is a resolution to create a temporary override of policies conflicting with Covid-related measures.

WREA Rep Beaumier asked for a written protocol on how making PPE available to faculty and staff.

Member Woodland, referring to updated Covid guidance, asked if the District has surgical-grade masks available for sick students waiting in the school's medical room. Director Deedy said the district will have a supply.

VII. Next Meeting

The subcommittee will meet at 6:00 PM, via Google Meet, on Monday, September 14, 2020, and Wednesday, September 23, 2020.

VIII. New Business

There was no new business brought before the subcommittee.

IX. Adjournment

Motion: To adjourn.

(J. Haynes)
(L. Woodland)

Roll call vote:

In favor:

Adam Young
Jeffrey Haynes
Linda Woodland

Opposed:

None

The motion passed unanimously.

The meeting adjourned at 8:00 PM.

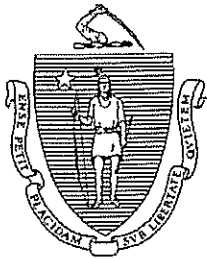
Respectfully submitted,

Jeffrey Haynes, Vice-chair
Facilities and Security Subcommittee

Attachments:

- DESE June 5, 2020 Memorandum *Guidance on Required Safety Supplies for Re-Opening Schools*

JH:rlp



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, Charter School Leaders, Assistant Superintendents,
Leaders of Special Education Schools, Collaborative Leaders, and Leaders of
Private Schools
From: Jeffrey C. Riley, Commissioner
Date: June 5, 2020
Subject: Guidance on Required Safety Supplies for Re-Opening Schools

With key health metrics continuing to improve in the Commonwealth and the Governor's four-part overall economic reopening plan underway, this short guidance document is focused on one important aspect of re-opening schools: key safety supplies.

This is another piece of school re-opening guidance that we are continuing to issue on a rolling basis. As you know, yesterday evening, we released initial guidance for summer programs. More comprehensive guidance on special education programs will come early next week. And final summer school guidance as well as initial guidance on fall re-opening will be released in the coming weeks.

We are issuing this guidance on key safety supplies now so that districts can begin the ordering process for critical items that may be harder to procure and/or have longer potential delivery times. In this document, we provide specific information that will allow districts and schools to make these key safety purchases as soon as possible.

Below, we outline required supply items and initial recommended ordering quantities for the first 12 weeks of school based on our best estimates at this time. We also detail the support that the Department of Elementary and Secondary Education (DESE) and partner state agencies can provide to assist you with your acquisition work.

This guidance has been informed by consultation with state agency partners, professionals in the preparedness field, and district and school leaders. We will provide updated guidance as needed.

Overview of Current Health and Safety Guidelines

We are operating with the best information we have as of early June about how to maintain the health and safety of our students and staff in any in-person school programs and limit the risk of COVID-19 transmission. Based on federal and state guidance and recommendations available at this time, safely re-opening schools will require that the following components are in place:

Staying home if sick: As part of the social compact of re-opening, students and staff must stay home if they are feeling sick or have any symptom associated with COVID-19. This means that schools will need to have enhanced protocols in place for managing staff and student absences.

Face coverings and masks: Students and staff must wear face coverings or masks, with exceptions only for those students or staff for whom it is not safe to do so due to age, medical conditions, or other considerations. In cases in which face coverings or masks are not possible, social distancing of 6 feet is required, unless not feasible due to the personal situation. Parents will be responsible for providing students with face coverings or masks. Schools must have backup disposable masks available for students who need them. Staff may choose to wear their own mask or one provided by the school.

Frequent hand washing and hand sanitizing: All students and staff must engage in frequent handwashing, including upon arrival, before and after meals, after bathroom use, after coughing or sneezing, and before dismissal. Protocols must be established for effective handwashing in which individuals use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel. If handwashing is not available, hand sanitizer with at least 60 percent alcohol content can be used.

Maintaining 6 feet of separation at all times: All students and staff must maintain a social distance of 6 feet to the greatest extent possible. Desks must be spaced at least 6 feet apart and facing the same direction, and protocols must be developed to maintain this distance when students are entering and exiting the building and moving through the school (including to and within restrooms) when feasible.

Isolation and discharge protocols for students who may become ill during the day: Schools must develop protocols for isolation and discharge of students who become sick during the school day. A specific room must be maintained for students with COVID-19 symptoms that is separate from the nurse's office or other space where other ailments are treated.

Smaller, isolated groups of students assigned to one teacher: Successfully implementing 6 feet of social distancing will require significantly smaller class sizes and reduced staff-to-student ratios. Furthermore, where feasible, programs should isolate individual groups of students with one consistently assigned teacher, and groups should not mix with other students or staff. At this time, group sizes are restricted to a maximum of 10 students, with a maximum of 12 individuals, including students and staff, in each room.

Regular cleaning, sanitizing, disinfecting, and disposal protocols: Schools will need to undertake new protocols and routines to ensure that facilities and surfaces are regularly cleaned, sanitized, and disinfected in accordance with health and safety guidelines and that hazardous materials are disposed of properly.

Entry screening and other facility operations: While additional information about symptom screening and other facility operations will be provided in the coming weeks, after discussions with the COVID-19 Command Center’s Medical Advisory Committee, it is not recommended to temperature check students at entry due to the significant number of both false positive and false negative results.

Specifically for this document, we used the following basic assumptions to develop the required supply items and initial recommended ordering quantities:

- Students will bring their own face coverings or masks to school, but schools will have a backup supply of masks on hand for students who do not have them, or if their masks become otherwise not useable during the school day.
- Schools will provide face coverings or masks for all teachers and staff who do not bring their own.
- Students and staff will engage in frequent hand sanitizing.
- Custodians will need to be equipped with appropriate masks, gloves, and a proper waste disposal medium.
- Nurses and health providers will need additional specialized supplies to properly isolate and discharge suspected COVID-19 positive students.

Please note: This is not an exhaustive list of all COVID-19-related supplies. Schools will need to consider additional supply categories – such as hand soap and building cleaning supplies – for which they may need to increase current purchasing quantities. However, these items are not the focus of the lists below, as we are not aware of any supply constraints that would limit the ability of districts or schools to purchase these items on typical timelines.

Purchasing Responsibility

It is each school district’s responsibility to acquire the supplies needed to safely and responsibly re-open their school buildings consistent with forthcoming state guidance. The Department will provide technical assistance on ordering the types and volume of supplies outlined in this document, facilitate access to suppliers on state contracts, and offer a dedicated help desk.

The Department’s issuance of the federal Elementary and Secondary School Education Relief Fund (ESSER), <http://www.doe.mass.edu/federalgrants/esser/>, provides districts with immediate access to grants to fund the cost of supplies.

Required Long Lead Time Supplies and Volumes

The Department is providing the following required supply list with initial recommended volumes to enable school districts to calculate their individual school needs for an initial 12-week operating period. The replacement rate for the listed items is based on informed estimates from our subject matter experts. Districts should plan to measure actual usage rates during the first 30 days of building operations and adjust their reorder levels accordingly.

DISPOSABLE MASKS

Initial recommended quantities per 100 individuals per group per school

Group	Quantity per 100 per group	12-week Supply at 100% Attendance	12-week Supply at 50% Attendance	12-week Supply at 25% Attendance	Assumptions
Students	100 masks per week	1,200	600	300	1 disposable mask per week per student (to supplement the cloth masks provided by parent/guardian).
Teachers and other staff	500	6,000	3,000	1,500	5 disposable masks per week per teacher.
School nurses and health providers	1,000	12,000	6,000	3,000	10 disposable masks per week per school nurse.

**MATERIALS FOR STAFF MEMBERS WILL WHO MAY BE IN HIGH-INTENSITY
CONTACT WITH STUDENTS OR HANDLING WASTE MATERIALS**

*Initial recommended quantities calculated per 1 staff
(e.g. nurses, custodians, and some special education teachers and other staff)*

Item	1-week Supply for 1 Staff	12-week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 pairs disposable nitrile gloves per week, per staff.
Disposable Gowns	10	120	10 disposable gowns per week, per staff.
Eye Protection	2	n/a	2 re-usable eye protection per staff total.
Face Shields	2	n/a	2 reusable face shields per staff total.
Waste Disposal Medium	1	n/a	1 unit per staff total.
N-95 Ventilating Masks* Note: N-95 masks are recommended <i>only</i> if staff will be in contact with a suspected COVID-19 positive case and/or performing aerosol-generating procedures	10	120	10 N-95 masks per week, per staff.

*KN-95 Ventilating Masks can be substituted for N-95 masks if they have been tested for filtration effectiveness (MDPH Comprehensive Personal Protective Equipment (PPE) Guidance, May 21, 2020)

BUILDING SUPPLIES

Item	1-week Supply for one building	12-week Supply at 100% Attendance	12-week Supply at 50% Attendance	Assumptions
Hand Sanitizer	1/3 gallon/ classroom	4 gallons/ classroom	2 gallons/ classroom	1/3 gallon of hand sanitizer per classroom, per week at 100% attendance.
Disposable Nitrile Gloves	20	240	240	20 disposable nitrile gloves (pair) per week, per custodial staff member at 100% attendance.
Waste Disposal Medium	1	n/a	n/a	1 disposal medium per school building.

These items and volumes are based on current existing federal and state guidance (see links below), with support from DESE's consulting experts.

- <https://www.mass.gov/doc/comprehensive-personal-protective-equipment/download> (*download*)
- <https://www.mass.gov/doc/eea-covid-19-cleaning-of-restrooms-best-practices-5-18-20/download> (*download*)
- <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

DESE/OSD State Purchasing Assistance

As we work to integrate our K-12 return to school guidance with the Commonwealth's overall multiphase reopening plan, DESE and the Operational Services Division (OSD) are committed to providing support to districts in their acquisition of required supplies.

Use of State Contracts: The Operational Services Division can support K-12 public education purchasing needs by providing guidance and access to OSD's Statewide Contracts (SWCs). To assist in these efforts, a [comprehensive list of vendors](#) (*download*) and the PPE supplies they sell is posted on [mass.gov](#) and the [COMMBUYS homepage](#). The SWC vendors are a great resource for supplies and equipment. Utilizing state contracts is normal business practice for our municipal colleagues, but should questions arise on how to access vendor quotes, DESE and OSD staff are available to provide assistance.

The Operational Services Division will continue its work with SWC vendors to understand their supply chains so they are ready to fulfill supply orders from individual public buying entities. The supplies schools will need continue to be in demand from all sectors, and OSD is taking steps to enable buyers to find stock from one of the many SWC vendors able to provide these products.

The Department and OSD are in the process of setting up other possible forms of acquisition support. This includes the concept of DESE aggregating individual district orders and executing a "Big Buy" order, with districts responsible for paying for their individual order.

More information about how districts can join the Big Buy will be released no later than Wednesday, June 10. If districts do not wish to participate in the Big Buy, we urge you to move forward and place your key supply orders immediately.

Available Technical Assistance: The [OSD Help Desk](#) is available to answer questions, help buyers access the SWC vendor list, and advise them on where to find specific products. In addition, Jonna Willis, DESE Procurement Director, is available to support districts with questions. You may contact her at Jonna.T.Willis@mass.gov.

Reference Materials for Supplies Purchasing

- List of SWC vendors (*download*) on mass.gov and on COMMBUYS.com. The list identifies SWC vendors that are able to fulfill needed supply orders. The list will be updated weekly.
- Here is a link to supply guidance to ensure buyers understand the products and their intended uses.

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

Monday, September 14, 2020
6:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

Minutes

In Attendance: Adam Young, Chair, Jeffrey Haynes, Vice-chair
Absent: Linda Woodland
Administration: Darryll McCall, Superintendent of Schools
Daniel Deedy, Director of Business and Finance
Others: Carolyn Beaumier, WREA

I. Call to Order

Chair Young called the meeting to order at 6:01 PM.

II. Approval of Minutes

Motion: To approve the minutes of the September 1, 2020 meeting of the Facilities and Security Subcommittee.

(J. Haynes)
(A. Young)

Roll call vote:

In favor:

Adam Young
Jeffrey Haynes

Opposed:

None

The minutes were unanimously approved.

III. Facility and Infrastructure Requirements for Reopening

- Review of HVAC Review/Repair status by building

Superintendent McCall went over the update on buildings in the District. Across the schools, the ventilation systems, with only a few exceptions, are providing the necessary airflow and exchange as designed. The unit filters (MERV-8) are changed as required, cleaned, oiled if required, belts changed if required, and test run after change out. System issues are not related to airflow in non-heating seasons, but rather during heating seasons due to aging pneumatic lines. During non-heating seasons, the airflow units will allow the maximum amount of air exchange or exhaust allowed by design. Once the heating season arrives, the units are then controlled through either air line control, electrical control, or a combination of both. There is always a chance there can be a leak that will surface over time, or a motor, transformer, pneumatic actuator, and the like go bad unexpectedly.

Below is a summary of actions being taken at the schools:

Paxton Center School - (time clock controlled pneumatic system)

- Installing a new air compressor.
- Changing out the main trunk air lines to insure the main lines are good and to isolate the problem leaks from the thermostat to units in the classrooms.
- Calibrating all rooms with leaks in order to change, if necessary, the air lines in the rooms so that classroom units function as designed during the heating season.

Central Tree Rutland - (computer-controlled pneumatic system)

- The RTUs have lost their ability to communicate with the main system, and as a result, they run continually. The manufacturer parts to replace are no longer available. There are a few rooms with air leaks also.
- A contractor will marry the existing mechanicals with a new communication system compatible with the main control system so that we can take back control of the RTUs.
- Calibrating all rooms with leaks in order to change, if necessary, the air lines in the rooms so that classroom units function as designed during the heating season.

Naquag (computer-controlled electrical management system)

- This school has very few mechanical issues as we are not dealing with air line leaks.
- A computer communication issue has been remedied.
- Replacement of a few roof top exhaust fan motors that have aged out.

Glenwood (computer-controlled electrical system)

- There are no immediate mechanical issues.
- One water pump will need servicing in time.

Houghton/Chocksett (time clock controlled pneumatic system)

- There are no major air leaks or classroom mechanical issues.
- Replacement of a few classroom unit motors.
- Replacement of a few rooftop exhaust fan motors.

Mountview (computer-controlled electrical management system)

- Replacement of the bearing on a RTU unit as the bearing on one of the heat wheels failed prematurely. The vendor is waiting for pmis.
- Replacement of copper lines on two RTUs. Vendor is waiting for pmis.

Mayo (time clock controlled electrical system)

- No immediate classroom mechanical issues.
- Town of Holden will be replacing time clock control with computer control in the near future.
- Troubleshooting an electrical issue as it relates to some exhaust fans.

Dawson (computer-controlled electrical management system)

- No immediate classroom mechanical issues.
- Replacement of a vestibule heating element.
- Replacement of a few rooftop exhaust motors.

Davis Hill (computer-controlled electrical management system)

- Replacement of two classroom uni vent motors.
- A RTU motor is being rebuilt.
- Replacement of a vestibule heater motor.

Wachusett Regional High School (computer-controlled electrical management system)

- No classroom or rooftop mechanical issues.

ECC (time clock controlled pneumatic system)

Calibrating all classrooms.

A number of thermostats have aged out and need replacing to control units during heating season.

It may be discovered that some of the heating valves on some units need replacing along with air lines during calibration.

Subcommittee Chair Young asked and Superintendent McCall confirmed that the work should be completed in time for October 5, 2020, when some high needs special education students begin to return to the buildings.

Superintendent McCall said the District will be checking air quality in the classrooms with both carbon dioxide meters and airflow meters. Other building preparations include sanitizing stations, and sufficient visual signage regarding wearing masks in the building and helping to direct traffic flow.

WREA Representative Beaumier asked and Superintendent McCall confirmed that a third party inspector would be checking the air flow and quality at the District buildings.

Vice-chair Haynes asked about mask requirements for all non-students visiting the buildings. Superintendent McCall said all visitors would be required to wear masks, and that the District would be seeking to limit the number of outside visitors.

IV. Use of fields and outdoor facilities by the public during closure

Superintendent McCall reported he hopes to meet with Holden representatives soon.

V. Prioritization of Subcommittee Policy Review

Deferred.

VI. Next Meeting

The subcommittee will meet next on September 23, 2020 at 6:00 PM, via Google Meet.

VII. New Business

There was no new business brought before the subcommittee.

VIII. Adjournment

Motion: To adjourn.

(J. Haynes)

(A. Young)

Roll call vote:

In favor:

Adam Young

Jeffrey Haynes

Opposed:

None

The motion passed unanimously.

The meeting adjourned at 6:43 PM.

Respectfully submitted,

Jeffrey Haynes, Vice-chair
Facilities and Security Subcommittee
JH:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT
HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING
DIVERSITY, EQUITY, AND ANTI-RACISM SUBCOMMITTEE

Tuesday, September 22, 2020
7:00 PM

Minutes

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

In Attendance: Asima Silva, Chair, Linda Woodland, Vice-chair, Melissa Ayala, Krista Bennett, Maleah Gustafson, Laura Kirshenbaum, Linda Long-Bellil

Absent: Nicole Amos, Scott Brown

Administration: Brendan Keenan, Director of Social Emotional Learning

Others: Student Representative Kathryn Mangus
Carolyn Beaumier, WREA
Chris LaBreck, Principal, Chocksett Middle School

I. Call to Order

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

II. Approval of Minutes

Motion: To approve the minutes of the September 8, 2020 meeting of the Diversity, Equity, and Anti-Racism Subcommittee

(L. Woodland)
(M. Ayala)

Roll call vote:

In favor:

Asima Silva
Linda Woodland
Melissa Ayala
Krista Bennett

Opposed:

None

Abstained:

Maleah Gustafson
Laura Kirshenbaum
Linda Long-Bellil

The minutes were approved 4-0-3

III. Revisiting the focus of this subcommittee

There was general discussion about the focus of this subcommittee, which might include review of curriculum, review of the BPIP (Bullying Prevention and Intervention Plan), and the school calendar and observing of religious holidays. At the next meeting, the subcommittee will review the student attendance policy as it relates to religious holidays. Vice-chair Woodland raised policies that impact religious holidays (3240 *School Ceremonies and Observances*, 6436 *Appreciation of Diversity*, 6437 *Promoting Civil Rights and Prohibiting Harassment, Discrimination and Hate Crimes*) and suggested a review of these policies by the subcommittee.

IV. Comments Submitted by Members of the Student Body

There was discussion about a new club formed at the high school to look at racial equity.

V. Prioritize Next Steps for the Subcommittee

Director Keenan will have the revised and updated BPIP shared with members for review in advance of the next subcommittee meeting, with expectation the BPIP will go to the full School Committee at the October 2020 meeting for approval.

The request was made that the goals of the subcommittee be posted on subcommittee meeting agendas.

Review of Policy 3240 *School Ceremonies and Observances*, Policy 6436 *Appreciation of Diversity*, Policy 6437 *Promoting Civil Rights and Prohibiting Harassment, Discrimination and Hate Crimes* will begin.

VI. Next Meeting

Thursday, October 8, 2020, 7:00 PM

VII. Adjournment

Motion: To adjourn.

(L. Woodland)
(L. Kirshenbaum)

Roll call vote:

In favor:

Asima Silva
Linda Woodland
Melissa Ayala
Krista Bennett
Laura Kirshenbaum
Maleah Gustafson
Linda Long-Bellil

Opposed:
None

The motion passed unanimously.

The meeting adjourned at 8:55 PM.

Respectfully submitted,

Brendan Keenan
Director of SEL

BK:rlp

WACHUSETT REGIONAL SCHOOL DISTRICT

Subcommittee Minutes
Attachment 4
November 6, 2020

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

LEGAL AFFAIRS SUBCOMMITTEE

Wednesday, September 30, 2020
7:00 PM

Meeting conducted remotely, using Google Meet

Minutes

Subcommittee Members: Scott Brown, Chair, Karl Ottmar, Vice-chair, Robert Imber,
Megan Weeks

Administration: Jeff Carlson, Director of Human Resources
Daniel Deedy, Director of Business and Finance

Others: Joseph Bartulis, District Counsel
Christopher LaBreck, Principal, Chocksett Middle School

I. Call to Order

Subcommittee Chair Brown called the meeting to order at 7:01 PM.
Subcommittee Chair Brown welcomed School Committee Chair Weeks as the new
members of the Legal Subcommittee.

II. Approval of Minutes

Motion: To approve the minutes of the August 17, 2020 meeting of the Legal
Affairs Subcommittee.

(R. Imber)
(K. Ottmar)

Roll call vote:

In favor:

Scott Brown
Karl Ottmar
Robert Imber

Opposed:

None

Abstained:

Megan Weeks

The minutes were approved 3-0-1.

Motion: To approve the minutes of the August 17, 2020 executive session of the
Legal Affairs Subcommittee, not to be released.

(R. Imber)

(K. Ottmar)

Roll call vote:

In favor:

Scott Brown
Karl Ottmar
Robert Imber

Opposed:

None

Abstained:

Megan Weeks

The minutes were approved 3-0-1.

III. Negotiation Schedule and Conducting Negotiations Virtually

Subcommittee Chair Brown and Director of Human Resources Carlson provided an update on negotiations with the three unions with expired contracts (WAA, ABA PAs, and Paraprofessionals). They explained that negotiations with the WREA on a Memorandum of Agreement for reopening of schools in the hybrid model, scheduled for November 18, 2020, are continuing, with the next negotiating session scheduled for October 1, 2020.

IV. Legal Counsel for FY21

Director of Human Resources Carlson reported that the appointments, by the full School Committee, for legal counsel have expired and the subcommittee will need to bring forward recommendations to appoint District Counsel for the coming year. Discussion ensued. Director Carlson explained that Attorney Naomi Stonberg will be retiring. Members discussed interviewing a new law firm to handle negotiations.

Motion: To recommend to the full School Committee the appointment of Fletcher Tilton; and Nuttall, MacAvoy & Joyce, P.C. as District Legal Counsel for the period July 1, 2020 – June 30, 2021

(R. Imber)
(K. Ottmar)

Vote:

In favor:

Scott Brown
Karl Ottmar
Robert Imber
Megan Weeks

Opposed:

None

The motion was approved 4-0.

Discussion continued about interviewing three law firms that specialize in contract negotiations, in an attempt to fill the void that will be created with Attorney Naomi Stonberg's retirement. Director Carlson will research such firms and will bring his recommendations to the subcommittee for consideration before scheduling such interviews.

V. Settlement Agreements with Transportation Providers

Director of Business and Finance Deedy and District Counsel Joseph Bartulis gave the background of the proposed settlement agreements with the District's transportation providers, for services March – June 2020, when schools were closed due to the Covid pandemic. It was explained that votes to support these settlement agreements have gone before the Business/Finance Subcommittee and the full School Committee several times, without support of either the School Committee or the subcommittee.

VI. Update on Turf Field

Director Deedy and District Counsel Bartulis provided the history of the turf field at Wachusett Regional High School and problems encountered during this renovation project. Attorney Bartulis spoke about liquidated damages. It was reported the field has an 8 year warranty. Members asked that administration research other turf field guarantees/warranties.

VII. Review of Legal Bills

Members were provided with copies of annual legal expenses for the start of FY21 as well as for FY20 and FY19 (attachment 1). Members requested a breakdown of the legal expenses to explain which expenses are related to School Committee business.

VIII. Next meeting

TBD

IX. Executive Session to discuss strategy for contract negotiations with three bargaining units (SEIU Local 888 – ABA Program Assistants; Teamsters Union Local 170 (paraprofessionals); Wachusett Administrators' Association), to provide an update on negotiations with Unit B, and to report on progress of negotiations with the Wachusett Regional Education Association, Inc. (WREA) on 2020-2021 school reopening, as the Chair deems a discussion in public session would have an adverse effect on the District's bargaining position, not to return to public session.

Motion: To enter executive session to discuss strategy for contract negotiations with three bargaining units (SEIU Local 888 – ABA Program Assistants; Teamsters Union Local 170 (paraprofessionals); Wachusett Administrators' Association), to provide an update on negotiations with Unit B, and to report on progress of negotiations with the Wachusett Regional Education Association, Inc. (WREA) on

2020-2021 school reopening, as the Chair deems a discussion in public session would have an adverse effect on the District's bargaining position, not to return to public session.

(K. Ottmar)

(M. Weeks)

Roll call vote:

In favor:

Scott Brown

Karl Ottmar

Robert Imber

Megan Weeks

Opposed:

None

The motion was unanimously approved.

The subcommittee entered executive session at 7:50 PM.

Respectfully submitted,

Jeff Carlson

Director of Human Resources

JC:rlp

Attachments:

- Attachment 1 - Legal Expenses FY19, FY20, FY21 to date

Legal Fees
(as of 9/24/2020)

	Matt MacAvoy, Esq. <i>Nuttall, MacAvoy & Joyce</i>	Joseph Bartulis, Esq. <i>Fletcher Tilton</i>	Naomi Stonberg <i>Brody, Hardoon, Perkins & Kesten</i>
July 2018	\$12,357.30	\$946.00	\$50.00
August 2018	\$2,284.22	August/September = \$2,279.00	\$800.00
September 2018	\$2,657.38		\$300.00
October 2018	\$5,611.50	\$774.00	October/November = \$2,036.25
November 2018	\$7,002.00	No services invoiced	
December 2018	\$3,160.00	No services invoiced	
January 2019	\$1,845.50	\$989.00	\$551.25
February 2019	\$2,436.50		\$1,057.50
March 2019	\$2,236.00		\$1,350.00
April 2019	\$2,863.80	3/7-5/25/2019 = \$2,515.50	\$787.50
May 2019	\$2,264.50		\$731.25
June 2019	\$2,175.00		5/1-6/19/2019 = \$956.25
			6/21/2019 - \$168.75

Legal Fees
(as of 9/24/2020)

	Matt MacAvoy, Esq. <i>Nuttall, MacAvoy & Joyce</i>	Joseph Bartulis, Esq. <i>Fletcher Tilton</i>	Naomi Stonberg <i>Brody, Hardoon, Perkins & Kesten</i>
July 2019	\$3,934.50		\$1,350.00
August 2019	\$5,926.40	August & September: General Employment = \$1,827.50	\$1,237.50
September 2019	\$5,941.00	September: Turf Field = \$752.50	\$843.75
October 2019	\$4,690.60	General Employment: \$301.00 Turf Field: \$365.50	\$1,856.25
November 2019	\$1,294.40	General Employment - \$1,118.00	\$956.25
December 2019	\$3,461.50	Turf Field - \$3,440.00	\$562.50
January 2020	\$1,096.50	SPED Bus Agreement - \$838.50	\$1,631.25
February 2020	\$1,164.50		\$168.75
March 2020	\$1,483.50	General Employment - \$2,537.00	\$2,137.50
April 2020	\$1,333.00		\$7,143.75
May 2020	\$1,742.30		\$5,343.75
June 2020	\$4,085.90	General Employment - \$5,396.50 Turf Field - \$64.50	\$1,406.25

Legal Fees
(as of 9/24/2020)

	Matt MacAvoy, Esq. <i>Nuttall, MacAvoy & Joyce</i>	Joseph Bartulis, Esq. <i>Fletcher Tilton</i>	Naomi Stonberg <i>Brody, Hardoon, Perkins & Kesten</i>
July 2020	\$1,526.50		\$4,725.00
August 2020	\$1,010.50		\$7,526.25
September 2020			
October 2020			
November 2020			
December 2020			
January 2021			
February 2021			
March 2021			
April 2021			
May 2021			
June 2021			

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

MINUTES

Business/Finance Subcommittee

Monday, October 5, 2020
7:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

In Attendance: Michael Dennis, Chair, Kenneth Mills, Vice-chair, Maleah Gustafson, Karl Ottmar

Absent: Benjamin Mitchel

Administration: Daniel Deedy, Director of Business and Finance
Rebecca Petersen, Executive Secretary to the Superintendent

Others: Megan Weeks, WRSDC Chair
Kimberley McCormack
Mary Shepherd, WREA

I. Call to Order

Subcommittee Chair Dennis called the meeting to order at 7:18 PM. Subcommittee Chair Dennis explained the recording of the meeting will be available on the District website.

II. FY19 Audit Update

At Subcommittee Chair Dennis' request, Director Deedy reviewed the FY19 audit documents, which had previously been reviewed by the Audit Advisory Board. Director Deedy called members' attention to Attachment A of his packet, which was shared with members in advance of the meeting. Director Deedy gave a detailed overview of the FY19 audit, and then members were given the opportunity to ask questions/make comments.

Vice-chair Mills made the observation that the OPEB total amount is distracting when looking at the audit documents.

Subcommittee Chair Dennis asked if two of the three recommendations in the Management Letter have appeared as earlier audit findings. Director Deedy explained that an earlier finding regarding payroll has been resolved, and there is a new finding on the A/P side. Subcommittee Chair Dennis had questions about vendor invoices and approvals in Munis. Subcommittee Chair asked if Director Deedy will bring his response to the Management Letter before the Audit Advisory Board before submitting the response to the District auditors, Melanson CPAs, which Director Deedy confirmed will be the steps taken. Director Deedy spoke about Student Activity accounts and eight findings by the auditors, including the development of a Student Activity account manual and training for staff involved with Student Activities. Member Gustafson asked the timeline for the development of this manual. Director Deedy acknowledged this manual has been discussed earlier, and the eight findings will be addressed by Director Deedy, including the development of the manual.

Director Deedy reported the End-of-Year Report and the FY19 Single Audit had no findings.

III. FY20 Update

Director Deedy did not have much to update from his review of FY20 at the last Business/Finance Subcommittee meeting. District auditors have started the FY20 audit and Director Deedy will bring additional information to the subcommittee at the next meeting.

Vice-chair Mills asked how long the funds encumbered for FY20 transportation can remain encumbered. Director Deedy reported these funds can remain encumbered until 6/30/2021, but no longer. Subcommittee Chair Dennis asked about rolling the encumbered funds (\$1.4M) to a Transportation Stabilization revolving account, the deadline which has passed. Director Deedy explained that \$1.6M was carried forward from FY20 to FY21, further explaining that \$1.4M of these funds can only be used to make payments to the District's transportation vendors for services in FY20. There was some discussion about what would happen if there are funds remaining, out of the \$1.4M encumbered for FY20 transportation services, and if funds would be returned to the towns. At Chair Dennis' inquiry, Director Deedy will contact DESE about Regional Transportation reimbursement for FY21 and if it would be impacted if payments, in some amounts, are made to Van Pool and AA Transportation for spring 2020 services.

IV. FY21 Update

Director Deedy gave an overview of FY21 Revenue Budget Projections, explaining the reduction of \$411,000 of the value associated with the implementation of the Student Opportunity Act as well as the fact that the FY21 Regional Transportation remains unknown at this time due to the uncertainty of the State Budget. No questions were asked about the revenue projections.

Director Deedy gave a detailed overview of FY21 expense projections. At the conclusion of this overview, members were given the opportunity to ask questions/make comments.

Member Gustafson asked about costs associated with cleaning and sanitizing that will be needed for vehicles used to transport students.

Vice-chair Mills asked about transitioning back into school and when Food Service staff will need to be recalled and how these expenses will be addressed. Director Deedy reported he will present a projection about Food Services after he meets with Supervisor of School Nutrition Margaret Barton.

Member Gustafson asked about a line specific to "COVID-related expenses," which Director Deedy explained. Member Gustafson asked if this information could be shared with members, for their understanding. Director Deedy will run a budget report and will share it with members. QCV400 is the line that Director Deedy believes Member Gustafson is asking about. Subcommittee Chair Dennis asked for information about expense reductions due to COVID and remote learning and about additional expenses connected to the same.

Subcommittee Chair Dennis about the Special Education Tuitions shortfall of \$1.4M, which Director Deedy explained this shortfall is the result of awaiting reimbursement from the state. Director Deedy spoke about transportation expenses in FY21 and the projected savings of \$2.2M due to less than 180 days of transportation. Director Deedy explained that some of the \$2.2M may be needed pending determination if additional vehicles are needed once hybrid is implemented.

Director Deedy updated the subcommittee on the bond refinancing, resulting in a total savings of \$676,357.12. Director Deedy explained the full School Committee will need to vote on this bond refinancing when the full Committee meets on October 13, 2020. Vice-chair Mills asked about the bond maturity dates, which Director Deedy explained will not change. Approval of the refinancing will go before the full School Committee on October 13, 2020.

V. Transportation Settlement Update

Director Deedy reported the Legal Affairs Subcommittee reviewed this matter at the September 30, 2020 meeting. Member Gustafson asked why these settlement agreement proposals went before the Legal Affairs Subcommittee since the Business/Finance Subcommittee has not supported the two settlement agreements due to the transportation providers not being willing to negotiate. Subcommittee Chair Dennis, who sat in on the Legal Affairs Subcommittee meeting, asked if there was impetus for this matter to go before the Legal Affairs Subcommittee. Director Deedy explained discussions and outreach he had with both AA Transportation and Van Pool, and some discussion took place.

VI. FY21 Enrollment Trends and Impact to Budget

Director Deedy reported the October 1 enrollment information has been submitted to DESE. Director Deedy, referring to unofficial enrollment numbers, noted that the reduction of approximately 249 students at a per pupil figure of \$10,619 could result in a reduction in per pupil reimbursement of approximately \$2.6M for FY22. He explained possible budget offsets that might be used to help address this shortfall. Member Ottmar asked for clarification about Chapter 70 funding and how enrollment reductions are addressed and how this funding might impact upcoming budgets. Vice-chair Mills spoke about hold harmless and how other districts (i.e. Quabbin) have been impacted by declining enrollment in the past. Members would appreciate October 1 numbers being shared, now that they have been submitted to the state. Director Deedy will speak with the Superintendent about this request.

VII. Policy Review

- Policy 4323.2 Policy Relating to Budget/Finance Bidding Requirements

After brief review, the subcommittee approved this amended policy going before the full School Committee for a first reading on October 13, 2020.

VIII. Contract Extension with District Auditors Melanson CPAs

Director Deedy explained that he is proposing to exercise the option to extend this contract for one additional year. Subcommittee Chair Dennis asked if this action should fall under the

Audit Advisory Board rather than under the Business/Finance Subcommittee. Vice-chair Mills is of the opinion that the District should be mindful of continuing with the same auditing firm for an extended number of years. Member Gustafson noted that since the FY20 audit has begun, how can the contract extension not be approved for FY20. Subcommittee Chair Dennis' opinion is this action be referred to the Audit Advisory Board.

IX. Director of Business and Finance Contract

Director Deedy's contract expires June 30, 2021. Vice-chair Mills had a process question, and asked if the subcommittee should wait to hear from the Superintendent about Director Deedy's contract. Director Deedy explained Superintendent McCall is aware of this contract expiration and Director Deedy will speak with the Superintendent about next steps.

X. Approval of Minutes

Motion: To approved the minutes of the June 17, 2020 Business/Finance Subcommittee meeting.

(K. Mills)
(K. Ottmar)

Roll call vote:

In favor:

Michael Dennis
Kenneth Mills
Maleah Gustafson
Karl Ottmar

Opposed:

None

The minutes were unanimously approved.

Motion: To approved the minutes of the July 22, 2020 Business/Finance Subcommittee meeting.

(K. Mills)
(K. Ottmar)

Roll call vote:

In favor:

Michael Dennis
Kenneth Mills
Maleah Gustafson
Karl Ottmar

Opposed:

None

The minutes were unanimously approved.

Motion: To approved the minutes of the August 5, 2020 Business/Finance Subcommittee meeting.

(K. Mills)
(K. Ottmar)

Roll call vote:

In favor:

Michael Dennis
Kenneth Mills
Maleah Gustafson
Karl Ottmar

Opposed:

None

The minutes were unanimously approved.

Motion: To approved the minutes of the September 8, 2020 Business/Finance Subcommittee meeting.

(K. Mills)
(K. Ottmar)

Roll call vote:

In favor:

Michael Dennis
Kenneth Mills
Maleah Gustafson
Karl Ottmar

Opposed:

None

The minutes were unanimously approved.

XI. Next Meeting

The subcommittee will meet next on Monday, October 26, 2020, at 7:00 PM, via Google Meet.

XII. Adjournment

Motion: To adjourn.

(K. Mills)
(K. Ottmar)

Roll call vote:

In favor:

Michael Dennis
Kenneth Mills
Maleah Gustafson

Karl Ottmar

Opposed:
None

The motion passed unanimously.

The meeting adjourned 9:19 PM.

Respectfully submitted,

Rebecca Petersen
Executive Secretary to the Superintendent

rlp

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

Tuesday, October 20, 2020
6:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

Minutes

In Attendance: Adam Young, Chair, Matthew Lavoie

Absent: Linda Woodland

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

Others: Megan Weeks, Chair, WRSDC
Carolyn Beaumier, WREA

I. Call to Order

Subcommittee Chair Young called the meeting to order at 6:01 P.M. He welcomed Matthew Lavoie to the subcommittee.

II. Approval of Minutes

Motion: To approve the minutes of the September 14, 2020 meeting of the Facilities and Security Subcommittee.

(M. Lavoie)
(A. Young)

Roll call vote:

In favor:

Adam Young
Matthew Lavoie

Opposed:

None

The motion passed unanimously.

II. Review of Start of School Year.

- Discussion on start of school year and how the current ~165 students in 11 schools has gone so far.
- Discussion on transportation and impact of hybrid
- Discussion of areas of concerns from WREA (Carolyn Beaumier)
- Discussion on budget needs for FY2022

IV. Facility and Infrastructure Requirements for Reopening

- Review of HVAC Review/Repair status by building
- Discussion on Building Readiness
- Discussion on members of Subcommittee to tour schools
- Discussion on mask policy for K-2

V. Use of fields and outdoor facilities by the public during closure

Deferred

VI. Prioritization of Subcommittee Policy Review

Deferred

VII. Next Meeting

Scheduled for November 4, 2020 at 6:00 pm, via Google Meet

VIII. New Business

There was no new business brought before the subcommittee.

IX. Adjournment

Motion: To adjourn.

(M. Lavoie)
(A. Young)

Roll call vote:

In favor:

Adam Young
Matthew Lavoie

Opposed:

None

The motion passed unanimously.

The meeting adjourned at 7:43 PM.

Respectfully submitted,

Matthew Lavoie, Member
Facilities and Security Subcommittee
ML:rlp

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

MINUTES

Wednesday, October 28, 2020
6:30 PM

Meeting conducted remotely, using Google Meet

In Attendance: Kenneth Mills, Chair, Laura Kirshenbaum, Vice-chair, Linda Woodland

Absent: Kelly Williamson

Administration: Darryll McCall

Others: Megan Weeks, WRSDC Chair
Aileen Thurber, WREA

I. Call to Order

Subcommittee Chair Mills called the meeting to order at 6:38 PM.

II. Approval of Minutes

Motion: To approve the minutes of the October 7, 2020 meeting of the Superintendent Goals and Evaluation Subcommittee.

(L. Woodland)

(L. Kirshenbaum)

Roll call vote:

In favor:

Kenneth Mills
Laura Kirshenbaum
Linda Woodland

Opposed:

None

The minutes were unanimously approved.

III. Continued Review of Superintendent's Proposed Goals

Members were provided with Superintendent McCall's updated goals (2020-2021 Draft Administrator Plan.10/26/2020 and 2020-2021 Draft Superintendent Goals.10/26/2020) (attachments 1 & 2).

Discussion of revised goals that incorporated feedback by subcommittee members. Discussion on indicators of success and action steps to get there. A recommendation was made to reword action steps to include "deliverables" that can be measured. The suggestion was made to add communication outreach to those who have left the District.

A discussion on process followed. Action steps need to be revised and shared with the subcommittee by the weekend (11/1/2020). A meeting was tentatively scheduled for November 4, 2020 at 7:30 PM to finalize action steps.

IV. Discussion of Indicators

Subcommittee Chair Mills and Member Woodland presented proposed priority indicators. Discussion ensued and there was consensus around the following indicators:

1. Instructional Leadership: 1A Curriculum and 1B Instruction
2. Management and Operations: 2A Environment and 2C Scheduling and Management Information Systems
3. Family and Community Engagement: 3B Sharing Responsibility and 3D Family Concerns
4. Professional Culture: 4C Communications and 4D Continuous Learning

All present were in favor of focusing on these either indicators.

Actions for follow-up for end-of-year evaluation: Superintendent McCall will gather evidence that supports the eight indicators.

V. Discussion of 360° Feedback Process

Subcommittee Chair Mills reported on his research about this process, reporting that the town of Harvard has no history of the process, and Danvers discontinued the process, though Danvers did hire an outside consultant when that town did use the process.

Actions for next meeting: Superintendent Goals and Evaluations Subcommittee members will review the Hanover Report (available for members in a shared folder in Drive) with the expectation to discuss potential next steps on this process.

VI. Next Meeting

A tentative meeting of the subcommittee was scheduled for Wednesday, November 4, 2020, 7:30 PM, via Google Meet, with the agenda item to include finalization of the goals and action steps.

The meeting of the subcommittee will also be posted for Wednesday, December 2, 2020, 6:30 PM, with the agenda to include mid-year report and end-of-year review, and to revisit the Hanover Report for 360 process discussion.

VIII. Adjournment

Motion: To adjourn.

(L. Kirshenbaum)
(L. Woodland)

Roll call vote:

In favor:

Kenneth Mills
Laura Kirshenbaum
Linda Woodland

Opposed:

None

The motion was unanimously approved.

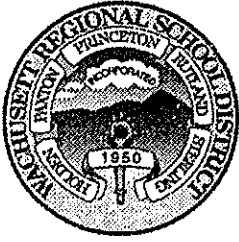
The meeting adjourned at 8:56 PM.

Respectfully submitted,

Laura Kirshenbaum, Vice-chair
Superintendent Goals and Evaluation Subcommittee
LK :rlp

Attachments:

- 2020-2021 Draft Administrator Plan.10/26/2020
- 2020-2021 Draft Superintendent Goals.10/26/2020



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

October 26, 2020

Mr. Ron San Angelo
Rutland Town Administrator
Rutland Town Hall
246 Main Street
Rutland, MA 01541

Dear Mr. San Angelo:

On behalf of the Wachusett Regional School District, congratulations on your appointment as Rutland's Town Administrator and I wish you much luck and success in your new position. The five Member Towns and the District have a solid and mutually beneficial working relationship and I look forward to working with you in your new position.

As you may know, Town Administrators from the Member Towns and District administration meet on a regular basis and I look forward to your participation in these meetings.

Again, my best wishes as you begin this new chapter.

Sincerely,

Darryll McCall, Ed.D.
Superintendent of Schools

cc: Wachusett Regional School District Committee

DM:rlp

CASH RECONCILIATION OF CASHBOOK TO GENERAL LEDGER
August 31, 2020

Bank	Account #	Fund	Description	Cashbook 8/31/2020
CHECKING				
Eastern Bank	-7310	001	Payables reconciliation-clearing	41.23
Berkshire Bank	-4534	001	Depository Account	426,403.86
Eastern Bank	-0264	001	Payroll Reconciliation	14,064.43
Fidelity Bank	-1451	050	checking - Paxton	2,519.92
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	2,520.78
Leominster Credit Union	-8858	050	checking - Davis Hill	2,500.00
Cornerstone Bank	-9626	050	checking - Naquag	2,286.47
Cornerstone Bank	-9618	050	checking - Central Tree	2,500.00
Cornerstone Bank	-9551	050	checking - Glenwood	500.00
Leominster Credit Union	-1024	050	WRHS student activity checking	3,324.93
TOTAL CHECKING				464,311.62
MONEY MARKET				
Berkshire Bank	-2960	022	Cafeteria revolving - Sterling	1,621.35
Leominster Credit Union	-1029	050	WRHS Student Activity Revolving	227,426.24
Berkshire Bank	-3002	023	Middle School Athletic Revolving	34,346.11
TD Banknorth, NA	-1032	001	General Fund	26,833.58
Eastern Bank	-0363	001	General Fund	11,872,069.68
Eastern Bank Debit Card	-6672	001	General Fund	14,962.89
Eastern Bank Tuition	-7357	001	General Fund	69,378.29
Enterprise Bank	-3225	001	General Fund	39,879.14
Avidia Bank	-8701	001	General Fund	33,309.95
MMDT	-4707	001	Money Market	2,619,733.00
TOTAL MONEY MARKET				14,939,560.23
SAVINGS				
Cornerstone Bank	-0132	022	Cafeteria revolving - Naquag	1,338.00
Cornerstone Bank	-0140	022	Cafeteria revolving - CTMS	2,048.94
Cornerstone Bank	-1230	022	Cafeteria revolving - Glenwood	568.22
Cornerstone Bank	-3092	022	Student Activity - CTMS	3,485.00
Cornerstone Bank	-9535	022	Student Activity - Glenwood	10,907.43
Cornerstone Bank	-3117	022	Student Activity - Naquag	12,891.02
Fidelity Bank	-1908	022	Cafeteria revolving - Princeton	550.30
Fidelity Bank	-6479	022	Cafeteria revolving - Paxton	2,412.87
Berkshire Bank	-4569	022	Cafeteria revolving - Dawson	524.38
Berkshire Bank	-2944	022	Cafeteria revolving - Davis Hill	1,078.02
Berkshire Bank	-4550	022	Cafeteria revolving - Mayo	1,517.76
Berkshire Bank	-2952	022	Cafeteria revolving - Mountview	8,724.12
Berkshire Bank	-4542	022	Cafeteria revolving - WRHS	5,442.28
Berkshire Bank	-2979	029	Adult Education	72.33
Fidelity Bank	-0736	050	Student Activity Depository	26,797.43
Leominster Credit Union	-6025	050	Student Activity Revolving	75,440.04
Berkshire Bank	-2987	023	Athletic revolving	48,323.56
Berkshire Bank	-2995	023	Athletic transportation	169,724.08
TOTAL SAVINGS				371,845.78
CDs (Investments)				
Leominster Credit Union		60	Atlas	10,801.35
Leominster Credit Union		60	Bailey	2,136.87
Leominster Credit Union		60	Bradshaw	13,858.97
Leominster Credit Union		60	D'Errico	3,094.68
Leominster Credit Union		60	Finocchio	8,091.70
Leominster Credit Union		60	Fitzgerald	9,234.05
Leominster Credit Union		60	Green	6,767.89
Leominster Credit Union		60	Griffin	18,691.01
Leominster Credit Union		60	Hayman	3,240.73
Leominster Credit Union		60	Houmire	8,920.00
Leominster Credit Union		60	Hewson	9,840.08
Leominster Credit Union		60	Lionett	8,145.45
Leominster Credit Union		60	Ljungberg	2,189.96
Leominster Credit Union		60	Narorian	11,005.57
Leominster Credit Union		60	Shallale	4,738.74
Leominster Credit Union		60	Tarkkainen	7,545.76
Leominster Credit Union		60	Thibodeau	24,797.27
Leominster Credit Union		60	Wachusett #2	61,254.64
Leominster Credit Union		60	Wesley	6,165.72
Leominster Credit Union		60	White	1,175.95
TOTAL CDs				221,696.39
OPEB				
Bartholomew and Company	-3593	70	OPEB	11,069.28
TOTAL OPEB				11,069.28
TOTAL				16,008,483.30
Indeed chg to be put on warrant				(263.48)
ACH Reversal to void				(32,441.46)
Adjusted Cashbook				15,975,778.36
General Ledger				15,975,803.26
Variance				(24.90)
General Fund Total				15,116,676.05

To: Wachusett Regional School District Finance Committee

From: James J. Dunbar, Treasurer

Date: October 23, 2020

Subject: Treasurer's Update – August 2020

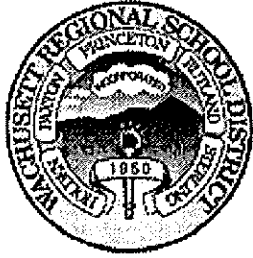
I have reviewed the bank statements, bank reconciliations, and reconciling items for the month ending August 31, 2020 and feel that Treasurers cash is accurately stated.

1. The August 31, 2020 bank balances are as shown on the attached sheet.
2. The warrants funded during the month of August 2020 were as follows:

<u>Date</u>	<u>Description</u>	<u>Amount</u>
8/7	Payroll Warrant	\$ 1,511,315.19
8/7	Payroll Warrant	265.27
8/10	Warrant #05	714,528.26
8/21	Payroll Warrant	1,831,902.23
8/21	Payroll Warrant	315.51
8/21	Warrant #06	2,281,232.73

Our excess general funds are currently earning the following rates:

MMDT	0.28%
Berkshire Bank	0.05%



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

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

From: Brendan Keenan, Ed.D., MSW, Director of Social-Emotional Learning

Date: November 3, 2020

Re: Director of Social-Emotional Learning's Report: District Enrollment Update

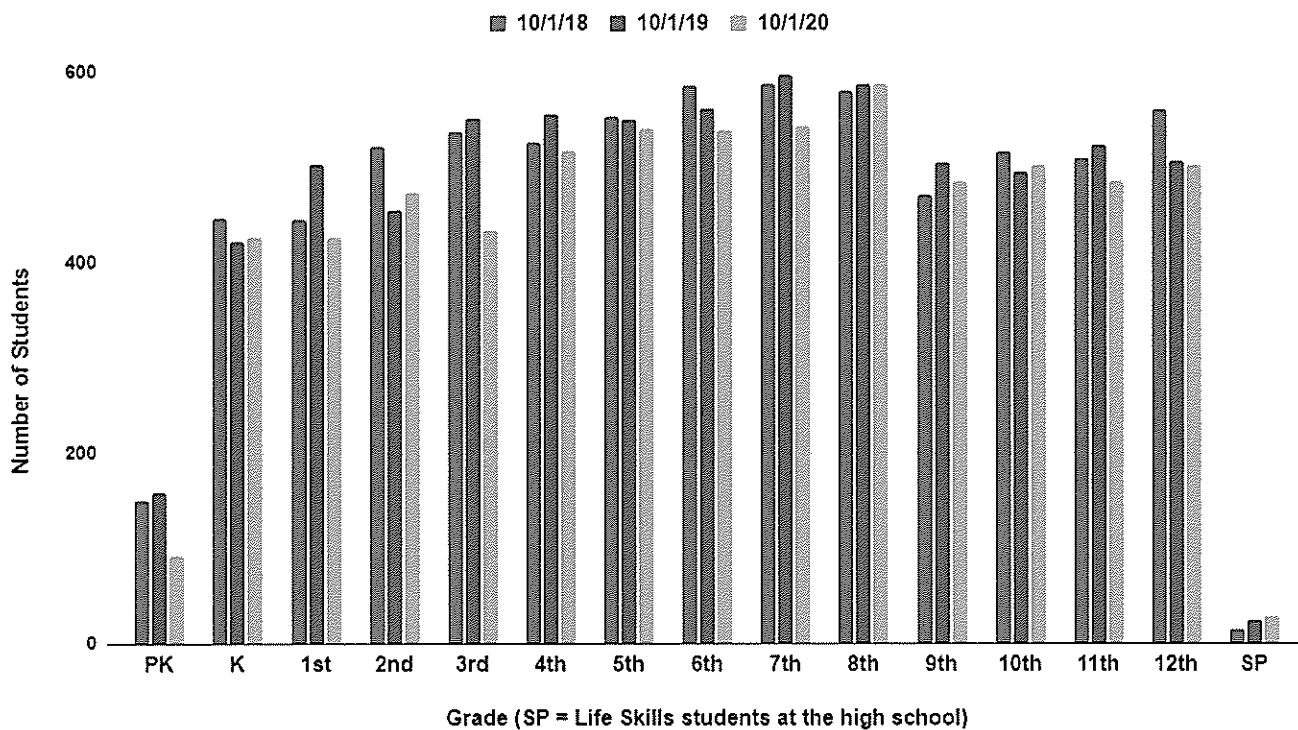
Homeschooling and October 1, 2020 Enrollment Numbers:

Below you will find October 1, 2020 data related to current student enrollment in the district, as well as homeschooling numbers by student, and broken down by grade.

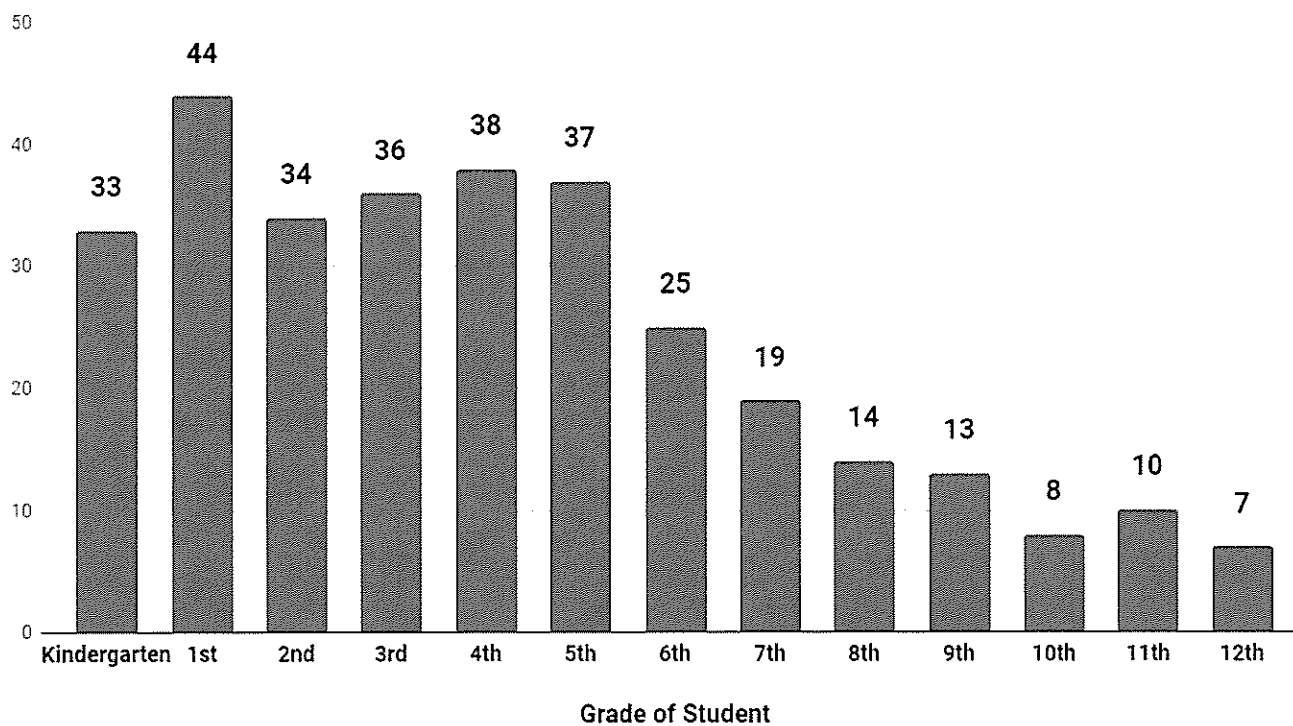
Homeschooling	
Total Number of Homeschooled Students (as of 11/3/20)	309 students
Number of New Homeschool applications for the current school year (as of 11/3/20)	219 students
District Enrollment	
October 1, 2020 Report enrollment	6,586 students
October 1, 2019 Report enrollment	7,010 students
October 1, 2018 Report enrollment	7,007 students

School Year	Homeschool	Private	Public	Out-of-District
2018-2019	124	386	381	75
2019-2020	115	385	360	67
2020-2021	309	465	427	65
<i>* Count indicates number of students *</i>				

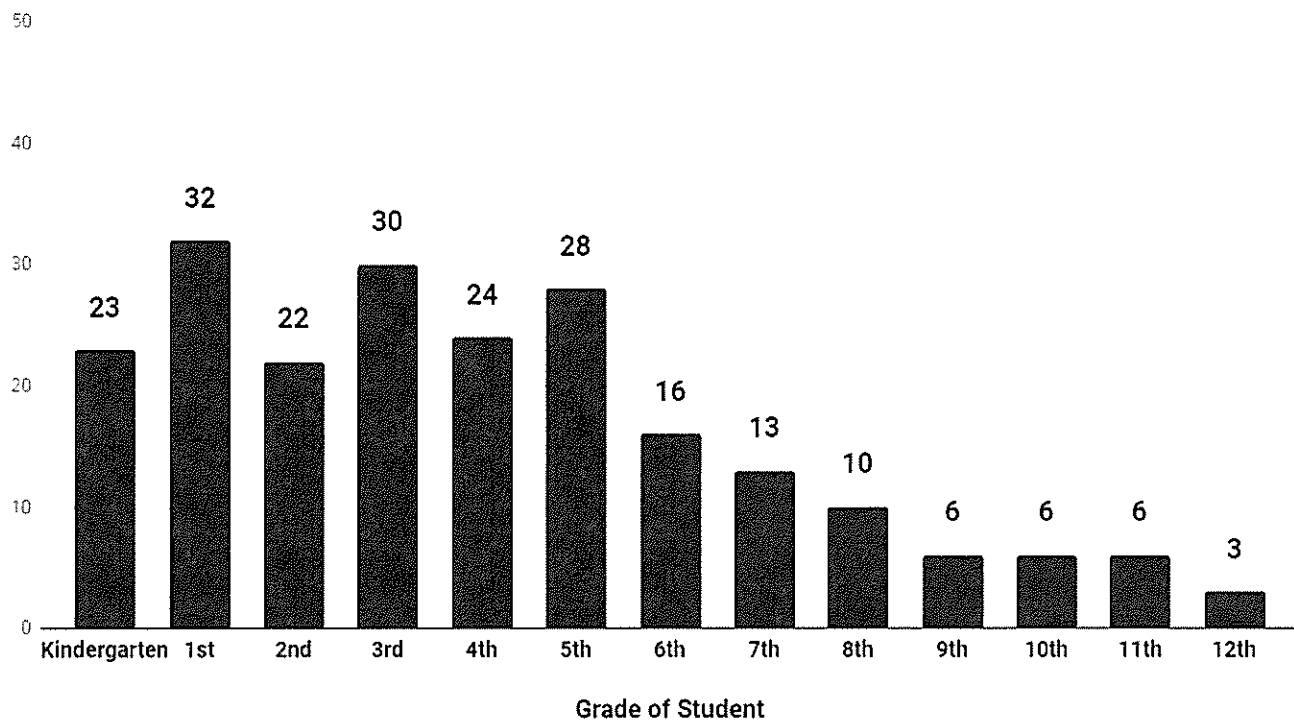
October 1 Report Comparison by Grade (2018-2020): WRSD



Current Homeschooling by Grade (as of November 3, 2020): WRSD



New Applications Only: Homeschooling by Grade (as of November 3, 2020): WRSD



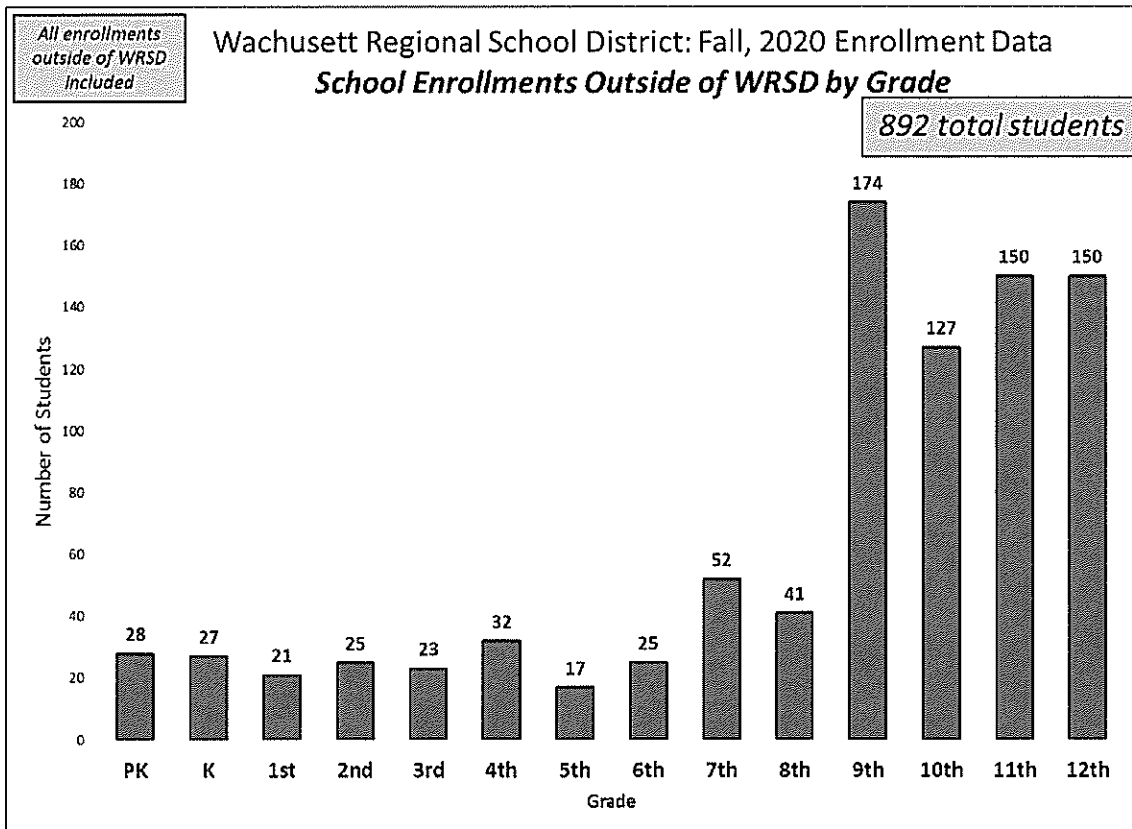
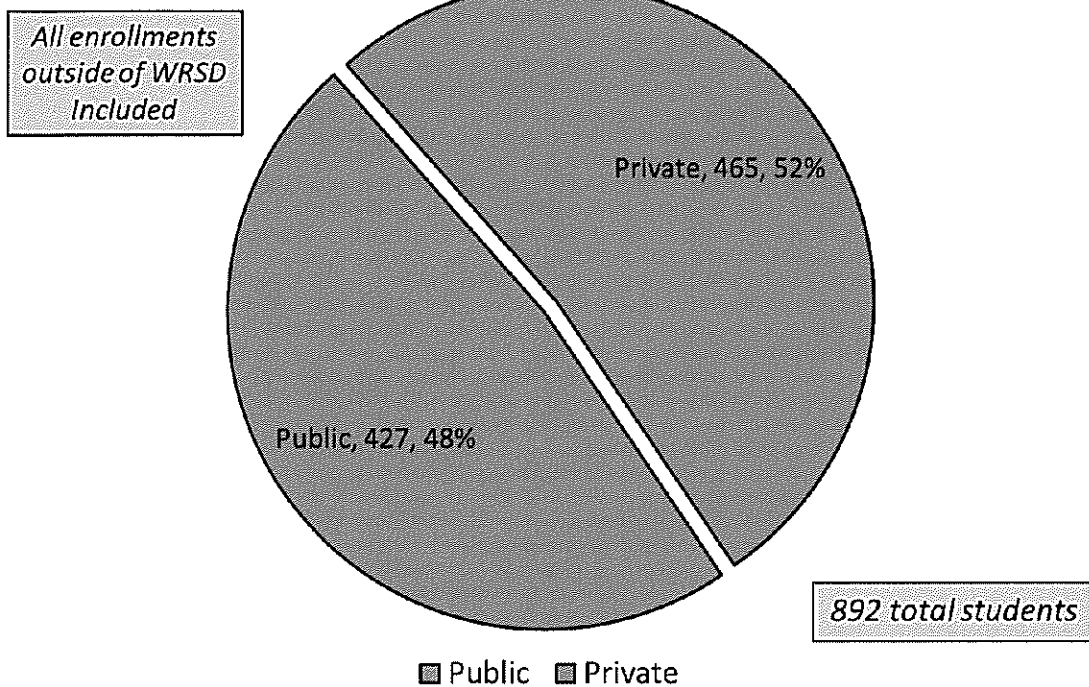
Enrollment by School by Grade (October 1, 2020) (*These numbers include school choice students.)

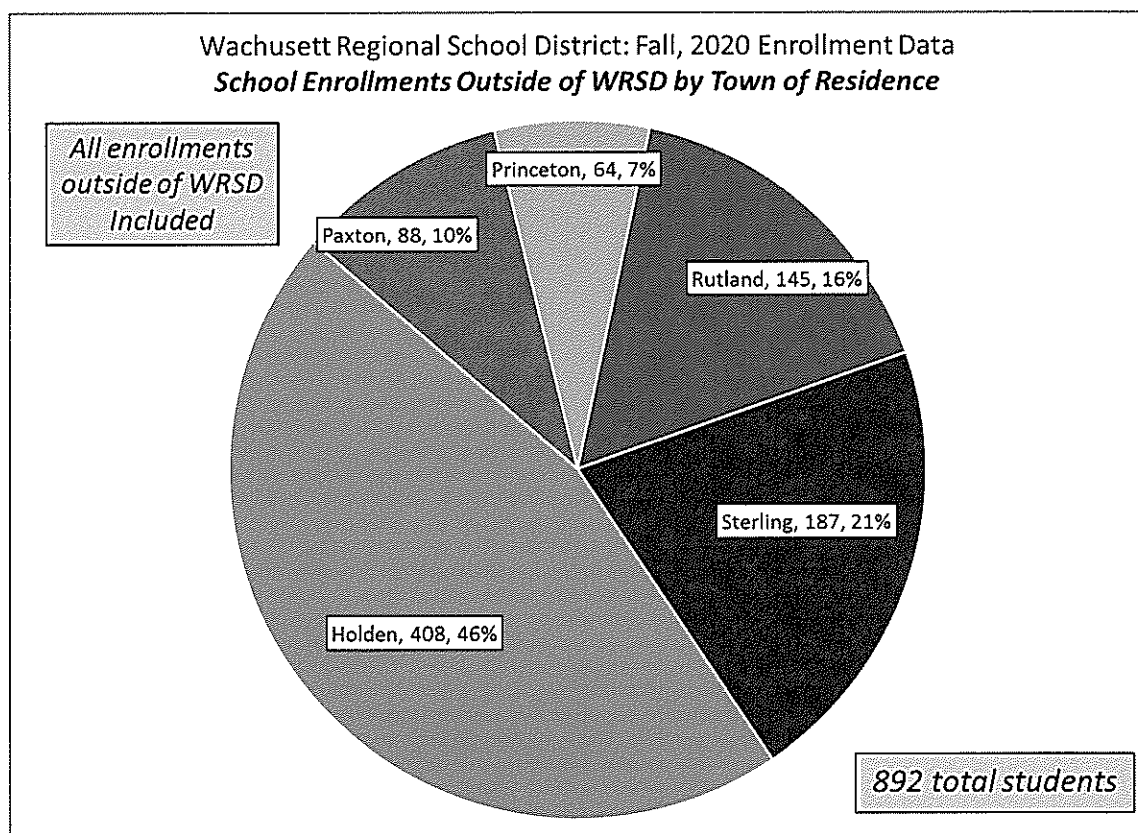
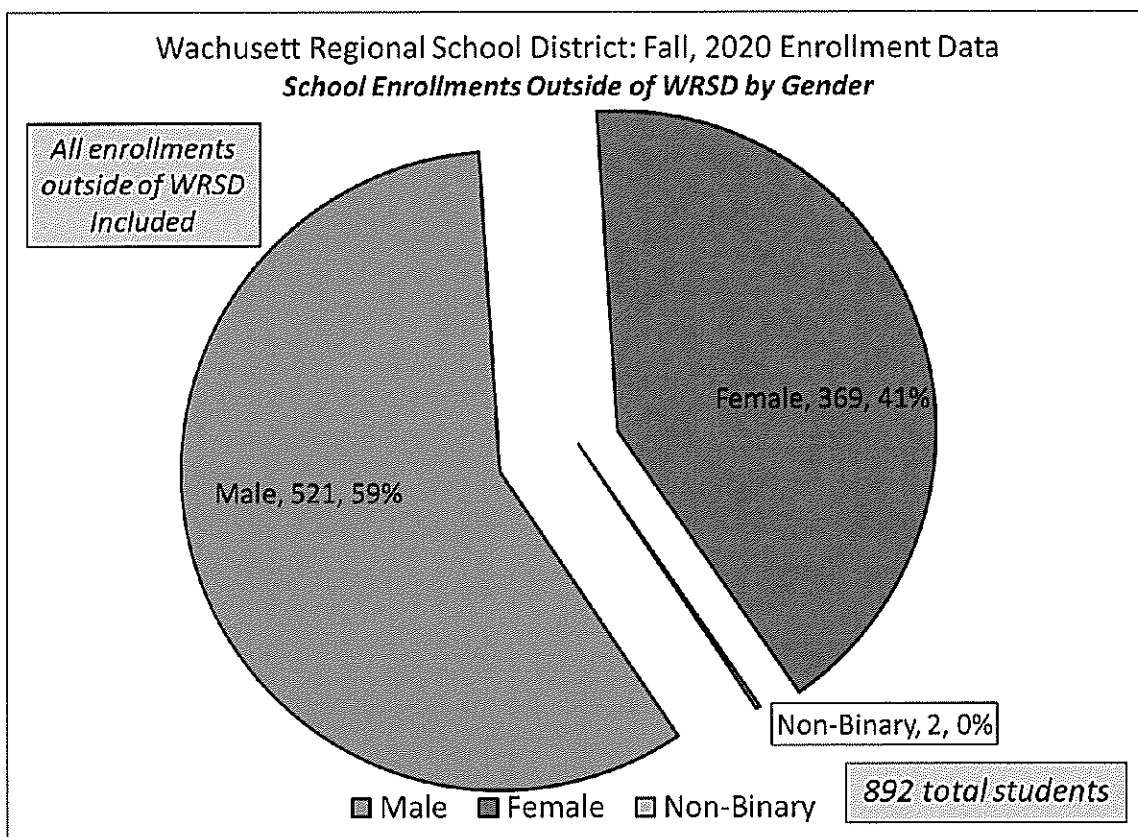
School	K	1	2	3	4	5	6	7	8	9	10	11	12	PK	SP	Total
<i>Central Tree</i>							107	109	128							344
<i>Chocksett</i>						77	65	83	75							300
<i>Davis Hill</i>	67	52	76	62	90	77										424
<i>Dawson</i>	62	73	81	66	82	81										445
<i>ECC</i>														93		93
<i>Glenwood</i>				97	112	131										340
<i>Houghton</i>	55	65	67	70	50											307
<i>Mayo</i>	78	68	79	73	90	91										479
<i>Mountview</i>							256	246	274							776
<i>Naquag</i>	100	93	102													295
<i>Paxton Center</i>	34	40	39	31	52	44	65	69	66							440
<i>Thomas Prince</i>	30	35	29	35	41	36	45	44	44							339
<i>WRHS</i>										495	504	488	501		16	2004
Totals	426	426	473	434	517	537	538	551	587	495	504	488	501	93	16	6586

Town Enrollment (October 1, 2020)

Town	1	2	3	4	5	6	7	8	9	10	11	12	KF	PK	SP	Grand Total
<i>Holden</i>	195	241	208	262	254	258	252	287	231	223	228	245	212	49	8	3153
<i>Paxton</i>	39	40	28	49	42	57	63	60	52	50	48	43	34	13	3	621
<i>Princeton</i>	32	27	25	35	30	41	32	34	23	28	35	26	28	1	2	399
<i>Rutland</i>	98	100	102	115	134	111	110	129	105	130	104	129	100	25	13	1505
<i>Sterling</i>	63	66	72	57	81	72	86	77	74	71	71	59	53	4	2	908
Totals	427	474	435	518	541	539	543	587	485	502	486	502	427	92	28	6586

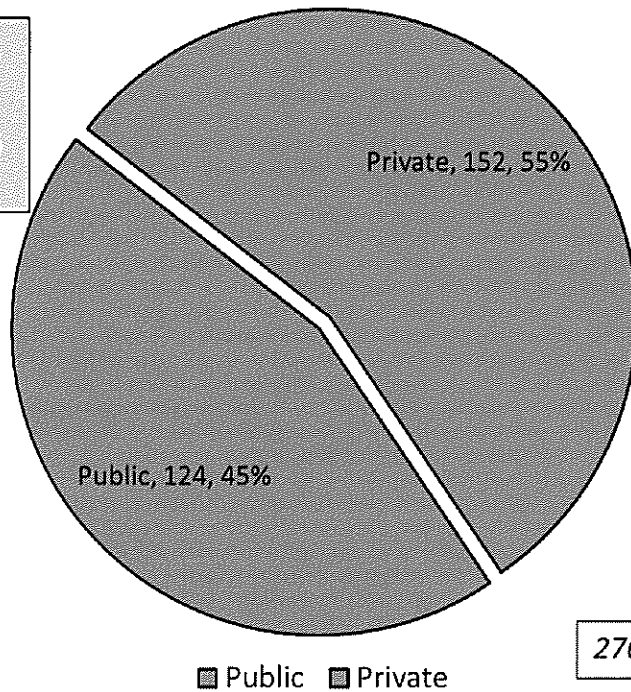
Wachusett Regional School District: Fall, 2020 Enrollment Data
Private & Public School Enrollments Outside of WRSD





Wachusett Regional School District: Fall, 2020 Enrollment Data
Private & Public School Enrollments Outside of WRSD

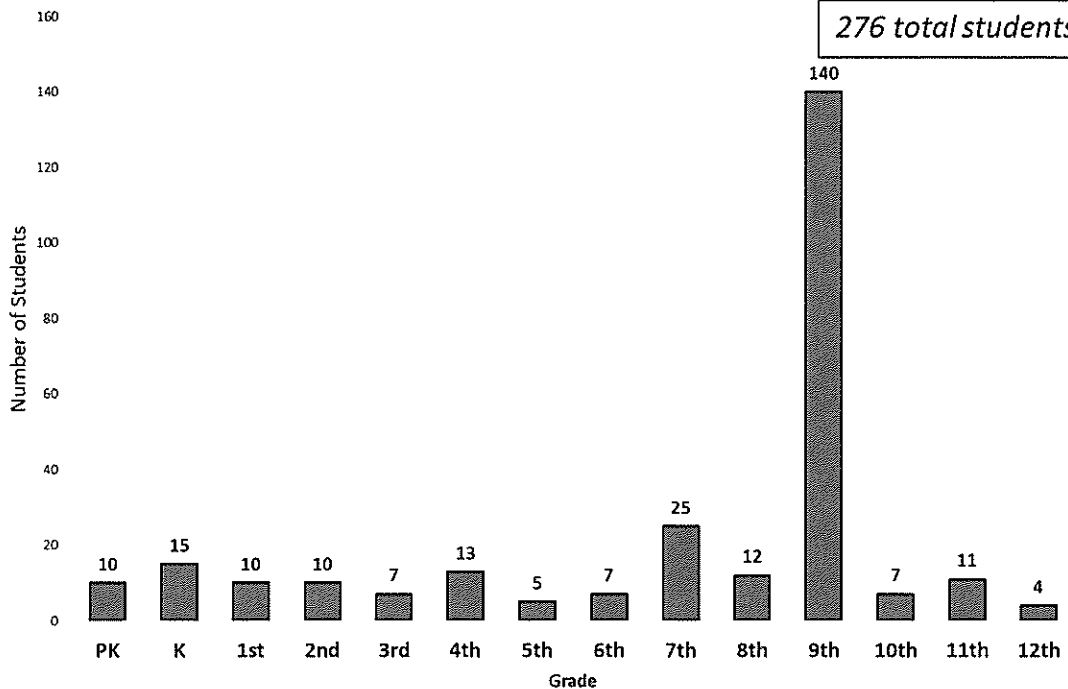
*Includes new
2020-2021
enrollments
outside WRSD
only*



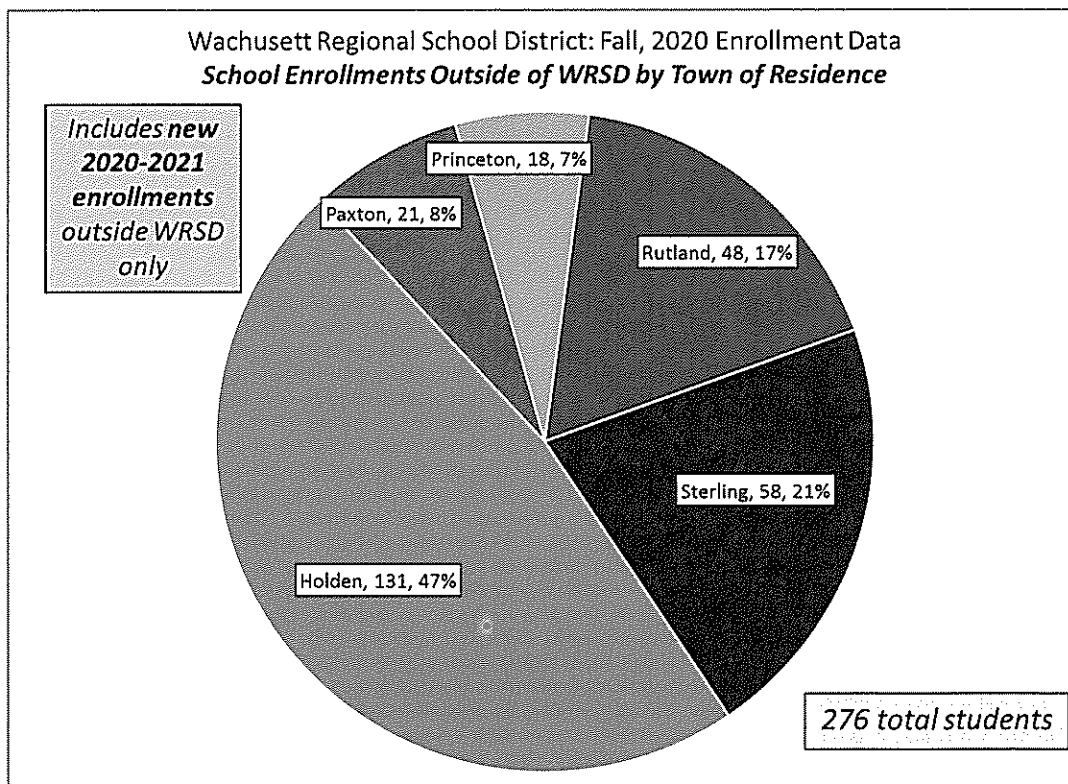
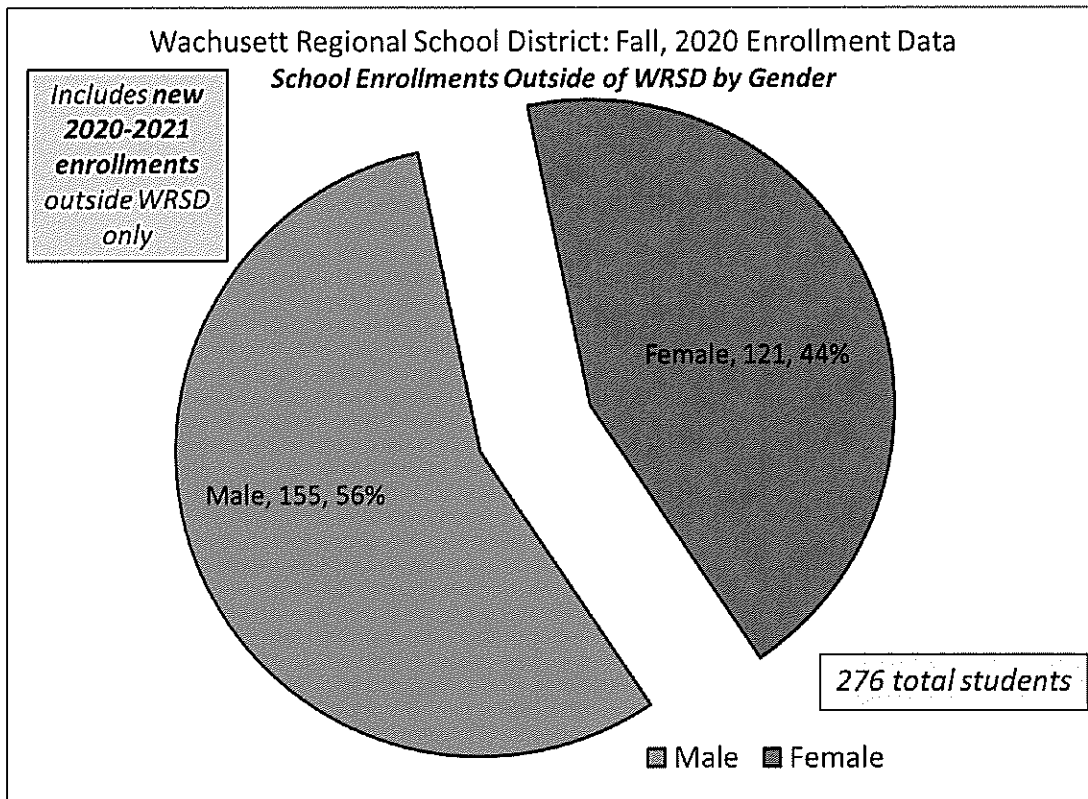
276 total students

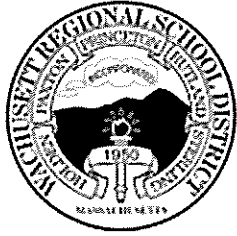
*Includes new 2020-2021
enrollments outside
WRSD only*

Wachusett Regional School District: Fall, 2020 Enrollment Data
School Enrollments Outside of WRSD by Grade



276 total students





Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

From: Christine J. Smith, Administrator of Special Education

To: Darryll McCall, Superintendent of Schools

Date: November 5, 2020

RE: Phased reopening update

Phase One

As expected our students from special education that were identified as the students with significant needs returned to school on October 5th in eleven of our thirteen school buildings. Everyone was so excited and our students were pure joy. We had over two hundred students return.

Phase 1.5

This phase was created to define the incremental increase of time in-person for the Phase One students. The District communicated a list of school time changes to our transportation company on Friday, October 9th, 2020. By Thursday, October 15th, parents heard from the transportation company and from school staff regarding the extended hours. Some programs and schools changed hours for October 19th and some changed for October 26th. These decisions were made at the building level to best meet the needs of the students to attend inclusion opportunities, maximize the student's time learning, and to facilitate the fewest disruptions to the student's schedules.

Phase Two

Phase Two began on October 26th. This phase expanded the number of students attending school in person. As directed by DESE this included an expansion of our youngest learners in the Early Childhood Center and other students as defined by their IEP or other variable indicators. Our school staff people have been amazing as they help our students readjust to being school, to the various new procedures, and of course, to the mask and social distance requirements.



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

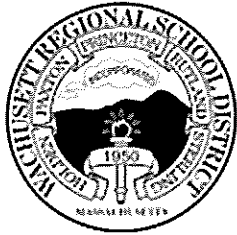
Phase Three

Phase Three will begin on Nov. 18th and will include the entire WRSD community. Each Special Education student or family will receive an updated Parent Engagement/Special Education Learning Plan that will delineate the student's plan for remote learning and in-person learning. Each student will be placed in a Cohort. Students in **cohort A** will attend school in person on Monday's and Tuesday's. Students in **cohort B** will attend school in person on Thursdays and Fridays. Students in **cohort C** are fully remote. Students in **cohort D** will attend school in person on Mondays, Tuesdays, Thursdays, and Fridays. Students in **cohort E** will attend school on Mondays, Tuesday, Wednesday mornings, Thursdays, and Fridays. The hours and building-specific information will be shared shortly.

The time students are in-person will be maximized to the fullest extent possible to accommodate the students with special needs while concurrently meeting the needs of the population of students returning to school. We are required to follow the DESE guidance regarding social distancing at all times. Therefore, for each student, careful consideration is being made to ensure that the IEP is implemented to the fullest extent possible and that if the delivery of special education services differs from the students' IEP, that difference will be recorded and discussed on the Parent Engagement/Special Education Plan.

SEPAC

A SEPAC event was held on October 28th, 2020 to hear from a local attorney and from the Wachusett Administrator of Special Education regarding the COVID-19 Impact Compensatory Services. The recording of this meeting and the slides from the presentation are available on the WRSD website. Special Education teams will discuss the impact of the spring COVID19 closure at a meeting with school and family members. To best inform these conversations teachers and providers are collecting data on student's progress as they re-engage with school and gathering feedback from parents and previous providers. All Phase One students should have this meeting completed by Dec. 15th, 2020. This topic should be an agenda item for meetings for all other students with special needs throughout the school year.



Wachusett Regional School District

Holden, Paxton, Princeton, Rutland, Sterling

Progress Reports and Power School Special Programs

All students in Special Education will receive their quarterly progress reports before the Thanksgiving break. The progress reports may look different than they did in the past because over the Spring and summer of 2020, Wachusett Regional School District Special Education Department transitioned from one special ed data program to Power School Special Programs to increase the ease of access for parents, general education teachers, and special education staff. For some students, their IEP goals and objectives are not printing on the progress reports due to a glitch in the transition. To assist families, providers are including a copy of your student's goals and objectives for your reference. Rest assured your student's signed IEP is held in entirety in their special education paper file.

In the near future, we will be integrating the many benefits of Powerschool Special Programs and sharing the many ways this program will ease your access to the important special education documents just as Powerschool does for the many important general education communications and documents.