

Agenda Worksheet

School Administration Unit #101 Wakefield School District Board Meeting Paul School Gymnasium and via Zoom

Date: Tuesday, May 4, 2021 6:00pm

Join Zoom Meeting

<https://us02web.zoom.us/j/86136970863?pwd=OTY1Yzk4Z0tmR1Y4WmRwVkVUV3ISQT09>

Meeting ID: 861 3697 0863

Passcode: FbP5zd

One tap mobile

+13017158592,,86136970863#,,,,*695854# US (Washington DC)

+13126266799,,86136970863#,,,,*695854# US (Chicago)

Dial by your location

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

Meeting ID: 861 3697 0863

Passcode: 695854

Find your local number: <https://us02web.zoom.us/u/кта5lqDJS>

1. **CALL TO ORDER** - Chair, followed by **FLAG SALUTE**
2. **PUBLIC COMMENTS:** Public's opportunity to speak to items on the agenda.
3. **CONSENT AGENDA**
 - a. AP Manifest- Batch #34559, \$1,163.81; Batch #34488, \$3,480.00, Batch #33380, \$99.00; Batch#34581, \$118,883.41; Batch #34582, \$2,656.81; Batch 34583, \$6,560.58
 - b. Payroll Manifest- Batch #34544, \$186,082.62; Batch #34553, \$73.78; Batch #34560, \$3,431.00; Batch 34561, \$61,50.34; Batch #34563, \$2,454.50; Batch #34564, \$2,454.50; Batch 34562, \$2,654.50
4. **MEETING MINUTES**
 - a. Sealed minutes 3 sets (2013), 1 set (2016), 1 set (2018)
 - b. WSB 4.20.21 Non-Public minutes (draft)
 - c. WSB 4.20.21 Public minutes (draft)
 - d. AREA Board Meeting 4.19.21 minutes (draft)
5. **REPORTS**
 - a. School Administration Report - (Principal)
 - b. Student Services Report – Partner Program and New England Center for Children
6. **OLD BUSINESS**
 - a. **Assistant Principal Position**
7. **NEW BUSINESS**
 - a. Manifest
 - b. Setting up Committees (Sheena requested)
 - c. Set up workshop with Pam Stiles re: Board effectiveness (Sheena requested)

Agenda Worksheet

8. **POLICIES (indicates first or second reading)**
- a. IHBA – 1st reading (no change, reaffirm only)
 - b. IHBAA – 1st reading (adopt NHSBA policy)
 - c. JLDBA – 1st reading (adopt NHSBA policy)

9. **OTHER BUSINESS**
- a. **WSB Scholarship applications**

10. **PUBLIC COMMENTS**

11. **RESIGNATIONS/NOMINATIONS**

- a. A Beckwith
- b. J Cormier

12. **NON-PUBLIC:**

- a. 91-A3, II (c) (Relf requested)

13. **ADJOURNMENT:** _____ **PM**

Upcoming: The next Wakefield School Board meeting will be held Tuesday May 18, 2021

Statutory Reasons cited as foundation for the Nonpublic Sessions

91-A:3, II (a): The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a public meeting, and (2) requests that the meeting be open, in which case the request shall be granted .

91-A3, II (b): The hiring of any person as a public employee.

91-A:3, II (c): Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.

91-A:3, II (d): Consideration of the acquisition, sale or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.

91-A:3, II, (e): Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed by or against this board or any subdivision thereof, or by or against any member thereof because of his or her membership therein, until the claim or litigation has been fully adjudicated or otherwise settled.

91-A:3, II (i): Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.

91-A:3, II (j): Consideration of confidential, commercial or financial information that is exempt from public disclosure under RSA 91-A:5, IV in an adjudicative proceeding pursuant to RSA 541 or RSA 541-A.

Agenda Worksheet

91-A:3, II (k): Consideration by a school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general public or the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations.

91-A:3, II (1): Consideration of legal advice provided by legal counsel, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.

WAKEFIELD SCHOOL DISTRICT Manual AP CHECK REGISTER

Report # 52222

Check Batch: 34559
 Check Header: (N/A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
34559	42321	04/23/2021	669	EVERSOURCE	0.00	1,163.81
Totals:						\$1,163.81

f

WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD SIGNATURES

Robert Ouellette, School Board Chairperson

Reif Fogg, School Board Vice Chairperson

Mary Collins, School Board Member

Sheena Robbins, School Board Member

Caitlin Gelinas, School Board Member

1 Check Listed.

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 52291

Check Batches: (First) - (Last)
 Check Header: (N / A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
34488	20117	04/02/2021	9312	THE NEW ENGLAND CENTER FOR CHILDREN	0.00	3,480.00
Totals:						\$3,480.00

5

WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD SIGNATURES

Robert Ouellette, School Board Chairperson

Relf Fogg, School Board Vice Chairperson

Mary Collins, School Board Member

Sheena Robbins, School Board Member

Caitlin Gelinas, School Board Member

1 Check Listed.

WAKEFIELD SCHOOL DISTRICT

Void Check Register

Cash Account	Check #	Check Date	Void Date	System / Manual	Vendor Code	Vendor Name	Financial Institution	Check Amount		
100-0000-11010-0-00-00000	20060	04/02/2021	04/28/2021	System	9312	THE NEW ENGLAND CENTER FOR C	TDBANK	\$3,480.00		
Reprint	20117	04/02/2021								
	Batch # / Payable #		Invoice #	Reference			Invoice Date	Amount	Discount	Payment
	34488 / 25923		19321	Feb 2021			02/28/2021	\$3,480.00	\$0.00	\$3,480.00
								Total For CASH ACCOUNT	\$3,480.00	
								Total For All Cash Accounts	\$3,480.00	

1 Cash Account Listed.

6

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 52289

Check Batches: (First) - (Last)
 Check Header: (N/A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
33380	20116	02/10/2021	604	NHSAA	0.00	99.00
Totals:						\$99.00

1

WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD SIGNATURES

Void register attached
page 8

 Robert Ouellette, School Board Chairperson

 Relf Fogg, School Board Vice Chairperson

 Mary Collins, School Board Member

 Sheena Robbins, School Board Member

 Caitlin Gelinas, School Board Member

1 Check Listed.

WAKEFIELD SCHOOL DISTRICT

Void Check Register

Cash Account	Check #	Check Date	Void Date	System / Manual	Vendor Code	Vendor Name	Financial Institution	Check Amount		
100-0000-11010-0-00-00000	19909	02/10/2021	04/28/2021	System	604	NHSAA	TDBANK	\$99.00		
	Reprint 20116	02/10/2021								
	Batch # / Payable #		Invoice #	Reference			Invoice Date	Amount	Discount	Payment
	33380 / 25779		CMTC ID012021	CMTC 2021 - Gregoire			02/08/2021	\$99.00	\$0.00	\$99.00
							Total For CASH ACCOUNT	\$99.00		
							Total For All Cash Accounts	\$99.00		

1 Cash Account Listed.

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 52307

Check Batch: 34581
 Check Header: (N / A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
34581	20118	04/30/2021	310	AMAZON.COM	0.00	901.15
	20119	04/30/2021	8900	ANDERSON'S ALPHABET U	0.00	81.35
	20120	04/30/2021	9449	Assistive Technology for Education LLC	0.00	1,800.00
	20121	04/30/2021	2957	BENEFIT STRATEGIES, LLC	0.00	564.72
	20122	04/30/2021	9426	BOOTHBY THERAPY SERVICES, LLC	0.00	413.00
	20123	04/30/2021	1190	CLEAN-O-RAMA	0.00	1,956.00
	20124	04/30/2021	342	CROWELL'S TOWING & REPAIR	0.00	869.30
	20125	04/30/2021	951	F.W. WEBB COMPANY	0.00	156.17
	20126	04/30/2021	2161	HOWE TWO LAWN CARE & LANDSCAPING LLC	0.00	2,575.00
	20127	04/30/2021	8926	IRVING ENERGY	0.00	1,577.06
	20128	04/30/2021	1363	JERRY GREGOIRE	0.00	149.90
	20129	04/30/2021	23	JP PEST SERVICES INC	0.00	160.00
	20130	04/30/2021	9191	LUIS TORRES	0.00	257.60
	20131	04/30/2021	9156	MARIETHERESE D'AGOSTINO	0.00	5,348.64
	20132	04/30/2021	1993	MONARCH SCHOOL OF NEW ENGLAND	0.00	4,841.22
	20133	04/30/2021	9244	NH ASSOCIATION OF SCHOOL PRINCIPALS	0.00	59.00
	20134	04/30/2021	596	NH SCHOOL HEALTH CARE COALITION	0.00	93,738.00
	20135	04/30/2021	9099	ONSITE DRUG AND ALCOHOL SERVICES, LLC	0.00	93.76
	20136	04/30/2021	9290	PAGE STREET LEASING, LLC	0.00	75.00
	20137	04/30/2021	371	PAMELA L. CLARK	0.00	660.00
	20138	04/30/2021	9374	PAMELA STILES	0.00	300.00
	20139	04/30/2021	9399	RENAISSANCE	0.00	60.80
	20140	04/30/2021	1101	SANBORNVILLE WATER DEPARTMENT	0.00	75.00
	20141	04/30/2021	1255	SCHOLASTIC CLASSROOM MAGAZINE	0.00	503.38
	20142	04/30/2021	9084	STUDENT TRANSPORTATION CONSULTING OF N.E	0.00	600.00
	20143	04/30/2021	9083	TYLER BUSINESS FORMS	0.00	663.50
	20144	04/30/2021	9368	VERIZON	0.00	403.86

9

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
Totals:					0.00	\$118,883.41

WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD SIGNATURES

Robert Ouellette, School Board Chairperson

Relf Fogg, School Board Vice Chairperson

Mary Collins, School Board Member

Sheena Robbins, School Board Member

Caitlin Gelinas, School Board Member

10

27 Checks Listed.

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 52310

Check Batch: 34582
 Check Header: (N / A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
34582	20145	04/30/2021	9429	ACCESSIBYTE, LLC	0.00	59.99
	20146	04/30/2021	310	AMAZON.COM	0.00	180.83
	20147	04/30/2021	1950	ILENE B. SPITZER, M.D.	0.00	1,645.00
	20148	04/30/2021	2799	READ NATURALLY	0.00	435.00
	20149	04/30/2021	2164	W.B. MASON COMPANY	0.00	335.99
Totals:						\$2,656.81

WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD SIGNATURES

 Robert Ouellette, School Board Chairperson

 Relf Fogg, School Board Vice Chairperson

 Mary Collins, School Board Member

 Sheena Robbins, School Board Member

 Caitlin Gelinas, School Board Member

WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 52312

Check Batch: 34583
 Check Header: (N/A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
34583	20150	04/30/2021	958	CONSOLIDATED COMMUNICATIONS	0.00	256.44
	20151	04/30/2021	669	EVERSOURCE	0.00	4,804.14
	20152	04/30/2021	9178	PURCHASE POWER	0.00	1,500.00
Totals:						\$6,560.58

WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD SIGNATURES

Robert Ouellette, School Board Chairperson

Reif Fogg, School Board Vice Chairperson

Mary Collins, School Board Member

Sheena Robbins, School Board Member

Caitlin Gelinias, School Board Member

WAKEFIELD SCHOOL BOARD
4-20-21 Public Minutes
Held in the Multi-Purpose Room and via Zoom
Draft

In attendance:

Board: Relf Fogg, Mary Collins, Bob Ouellette, Sheena Robbins, and Caitlin Gelinias

Administration: Superintendent Jerry Gregoire, Financial Manager Michael O'Neill, Principal James Lampron, Assistant Principal Jenn Spector.

Mr. Ouellette called the meeting to order at 6:00. Those present joined in the flag salute.

Presentations

Statement from the Board

Mr. Fogg read the following statement: The Board and the Union have come to an agreement and realize that there was a breakdown in communication and in the future, we will include the union in discussions involving agreements. He acknowledged that this should have been read at the last meeting. Mr. Fogg said there is a change in the mask mandate. He wondered if this should be discussed with staff or perhaps a public forum. Mrs. Robbins said we have an MOA in place. Mr. Gregoire said he would contact the unions tomorrow.

Public Comment

None

Consent Agenda

Mrs. Gelinias made a motion, seconded by Mrs. Robbins, to approve the Consent Agenda removing invoice number 19428 from the Consent Agenda to be discussed in non public. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinias aye (Vote 4-1)

Mr. Ouellette made a motion, seconded by Mr. Fogg, to approve the Consent Agenda from April 6th. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinias aye (Vote 5-0)

Meeting Minutes

Mrs. Robbins made a motion, seconded by Mr. Fogg, to approve non public minutes of session 1 and 2 of 4-6-21 with amendments. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinias aye (Vote 5-0)

Mr. Fogg made a motion, seconded by Mrs. Collins, to approve public minutes of 4-6-21. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinias aye (Vote 5-0)

The Facilities sub-committee minutes were in the packets for informational purposes.

Reports

Student Services Report

Mrs. Kebler had to leave early this will be on the next agenda.

Business Administrators Report

Mr. O'Neill said he was waiting for approval of the minutes to send to the trustees for the approved Warrant Articles for the funds to be returned to the Town. The money will not be used by the school. He said right now there is a \$636,000 surplus in the general fund and with grants that number is almost \$800,000. He expects Medicaid to come in short but we have received more unanticipated funds. Pages 19 and 20 reflect the Food Service Report. The district is serving meals seven days a week. He expects to break even at the end of the year. The seven day a week school lunch program has been extended to June 30, 2022 and will be totally reimbursed by the federal government.

Mr. Fogg made a motion, seconded by Mrs. Gelinas, to apply for the seven day meal program through June 30, 2022. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Mr. Fogg made a motion, seconded by Mrs. Gelinas, to increase the cost of school meals by 10 cents. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0)

Mr. O'Neill asked the Board to approve Fresh Picks for school meals for another year.

Mrs. Gelinas made a motion, seconded by Mr. Fogg, to use Fresh Picks for the 2021-2022 school year. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinas aye (Vote 5-0) Mr. Gregoire thanked Café Services for their outstanding service.

Mrs. Collins asked why stipends were paid for fall sports, After School Activities and Student Council. Mr. Gregoire said the Athletic Director got paid his stipend even though there were no fall sports he was working to see what we were going to do at that point by talking to other districts. Mr. Gregoire said it wouldn't be fair not to give him his stipend because he was still working on it even though no schools in our area were participating. Mr. Lampron said they had an eighth grade student council that meets. Mrs. Collins asked about the After School Activity Coordinator and Mr. Gregoire said he needs clarity on what was specifically paid for after school activities. Mr. Lampron said there has been no after school activities coordinator stipend paid. There have been stipends for yearbook, fundraising, eighth grade class advisor and there have been some after school activities happening. Mr. Collins said maybe if we knew what was happening there wouldn't be these questions. We don't get any information that's why she asks. She questioned why they didn't get information. Mr. Gregoire said that everything that happens on a day to day basis isn't reported to the Board. The Board gets reports from Administration. Mrs. Collins said she doesn't expect to get everything that happens on a day to day basis, but special things like upcoming trips etc. Mr. Fogg asked what is coming up and Mr. Gregoire said end of the year activities are on the agenda. Mr. Fogg asked what sports teams the school has. He questioned if there are enough students to play for Parks and Rec and the school. They have co-ed soccer in the fall and softball and baseball in the spring and kids would rather play for the school. They can't wait to play school sports. It has been difficult this year getting coaches because of Covid. Mr. Lampron will be the baseball coach this year. Officials, coaches and teams have been hard to find this year.

Old Business

Judith Nason Memorial Bridge

Mr. Fogg sent information to the Board. He got some prices of a galvanized steel culvert. Mr. Williams staked out the trench where the bridge would go. Mrs. Robbins asked that the area be pointed out to the Board where it will be located outside. Mr. Fogg expects the total cost would be \$16,000 to \$18,000. \$10,901.31 is currently in the Trust Fund. Mr. Fogg said the Board would have to decide if this surface should be pavers or asphalt. Mr. Fogg will have a conceptual drawing for the Board.

New Business

Chrome Books CDW Computer Centers Inc.

Mr. Gregoire asked for the Boards approval to spend \$69,100.08 from the newly approved ESSER II Funds to purchase 180 Chromebooks which included the chargers, charging stations, protective cases and licensing. This includes extra chargers and thirty five extra Chromebooks which will bring the count up to one to one.

Mr. Fogg made a motion, seconded by Mrs. Collins, to purchase one hundred eighty Chromebooks from the ESSER II funds.

The Board discussed the reliability of the Chromebooks and that when these computers go, they are basically unrepairable. MacBooks are about \$900 a unit and Chromebooks are one third of that price. Mrs. Robbins asked if there is a parent permission slip and if damaged purposely do the parents pay. Mr. Lampron said we have not had this problem. There has been no intentional abuse. Mr. Gregoire said we have damaged computers all the time. Accidents happen with kids. Mayrand Computers bills us for their repair.

Mrs. Robbins asked what is the vision of administration for the district? Mr. Gregoire said this decision was driven out of Covid in the event the whole school has to go remote we'd be prepared. Mr. Gregoire said the intention is not to sit a child in front of a computer for the day. It will be used as a tool. She has seen the value of the tool but she also sees the danger of lack of human interaction and expectations placed on staff. She sees overuse of computers. She would like there to be a vision and expectations for teachers and amount of computer time here at school. Mr. Gregoire doesn't see this as a problem here. He said we are more a paper and pencil school. Mrs. Gelinis said she works with younger kids and it's hard to get them to do anything on a computer. Mr. Gregoire said during remote the students did a lot of their work on paper.

Roll call: Ouellette aye, Robbins nay, Collins aye, Fogg aye, Gelinis aye (Vote 4-1)

End of Year Activities

Mrs. Collins asked to have this on the agenda. She asked if the students would be going to Camp Calumet this year. Mr. Gregoire said they would not. She also said people have been asking and we have not set a date for the last day of school. Mr. Gregoire said he did not want to set it until mid-May. She asked if there were any plans for graduation. Mr. Lampron said there were tentative plans for kindergarten graduation, preschool graduation and eighth grade graduation. They are being scheduled for the last week of the school year. All will be held outside and the eighth grade will be using the fields not the parking lot this year. He said if the last day of the school year falls on a Friday eighth grade graduation will be on Saturday. Mrs. Collins asked if we have that date yet and Mr. Lampron said they didn't. She then asked about the class trip.

Mr. Gregoire said policy says if students want to travel out of state, they need Board approval and they are asking to take a day trip to Boston. Mr. Gregoire said they have not given him the details so he is asking for approval for the eighth grade to go to Boston. Mrs. Collins asked what date they wanted to go. He does not have the date yet. Mr. Gregoire said the Board doesn't need the details, just that they are going to Boston. The eighth grade teachers and paraprofessional take them on a chartered bus. Mrs. Robbins asked about the MOA in place and what may be violated. Mr. Gregoire said this request is coming from the teachers brought to him from Mr. Kearns so they're ok with that. Mrs. Gelinis asked if they just needed permission form the Board to go to Boston and the Board doesn't need the details? Mrs. Collins said she'd like to know and, in the past there was always a presentation when they used to do overnight trips and when the changed them to the one day Boston trip. Mr. Gregoire said the details are still being worked out. Mr. Gregoire told them they could leave as early as they want and come back as late as they want, do the duck tour, perhaps attend a Red Sox game and go to Faneuil Hall, Museum of Science. Mrs. Collins asked what if students don't want to go? Mr. Gregoire said there will be class at school for those that don't wish to go or aren't permitted to go.

Mrs. Gelinis made a motion, seconded by Mr. Ouellette, to approve the eighth grade going to Boston.

Mr. Fogg was concerned that parents aren't asked to chaperone. Mr. Gregoire said it's hard for them to plan without first knowing they will be going. They need to know in order to put a deposit down on the bus, duck tours etc. Mrs. Spector said when the details are ironed out, they have a parent meeting with the itinerary and expectations spelled out. Mrs. Robbins wants the kids to have this trip but the Board has an issue to work out. There has been a discussion about violation of the MOA and we need to connect with the Union to have this discussion. The MOA doesn't just go one way so if there are agreements that are made because it's the staff bringing it up it doesn't mean that the MOA is ignored. We made an agreement that if there is anything that might violate the MOA we would connect with the Union. She doesn't want to approve this today without having this conversation. Mrs. Collins agreed that they did not want to violate that MOA. Mrs. Gelinis feels that this has been ironed out. She asked where the violation might happen where we might have concerns. Mrs. Robbins said off the top of her head, clean surfaces, working conditions and social distancing.

Mr. Lampron said this was put on the agenda as new business and he wasn't prepared to do a presentation for the Board. Mr. Ouellette said, then you don't need a motion tonight? Mr. Lampron said it would give them the ability to plan for this trip. Mrs. Gelinis asked about changing the motion to approve the trip based on talking to the Union would that enable you to move forward? Mr. Gregoire said that would give tentative approval as no one wants to move forward with planning prior to Board approval.

Mr. Gelinis rescinded her motion. Mr. Ouellette rescinded his second. Mrs. Gelinis made a new motion, seconded by Mr. Ouellette, to approve the Boston trip based on talking to the Union about the MOA.

Mrs. Collins said she would like to wait. She doesn't want to say no to a trip but they need more information based on the MOA. Mrs. Gelinis would rather let them plan the trip and be able to start the process and if they find out they can't go they can come back and revisit it. Mrs. Robbins said this is another example of us being made to feel rushed to make a decision. If this is so critical why didn't administration put this on the agenda? The agenda didn't even say Boston

trip, it said end of the year activities. Mrs. Collins said she asked to have this on the agenda because she had actual dates given to her by parents when the last day of school would be and she did list the activities. Mr. Gregoire said all he got was end of the year activities. Mr. Gregoire said in the nine years doing this he has never had an issue with the Board with an out of state trip. Mr. Ouellette said the MOA can't be one sided. It should work both ways. We need to discuss this with the Union.

Mrs. Collins said there is not one person on this Board that wants to tell the eighth grade they can't go on this trip. That's not what we're saying, we need more information to make sure we are compliant with the Unions MOA. Mrs. Robbins questioned that Mr. Gregoire didn't even put this on the agenda. Mr. Lampron said they will come back to the next meeting with a presentation. Mr. Gregoire will set up a meeting with the Union.

Roll call: Ouellette nay, Robbins nay, Collins nay, Fogg nay, Gelinas aye (Vote 1-4)

As a point of information Mrs. Robbins read from policy BEDD number 1E. Board Members have a right to know beforehand what they will be discussing and/or voting upon. She said if administration needs Board action to move forward, we should have a heads up on what will be discussed and voted on. The sprung on us situation makes it real difficult.

Parks and Rec

Mr. Fogg spoke with Mrs. Robinson. Parks and Rec has agreed to bus students to the ball fields for games. Mr. Robinson is requesting a discussion with the Board to consider them developing a dog park on the Rines Road property owned by the school. Mr. Ouellette asked that Mr. Robinson put something together. Mr. Kasprzyk asked to have another letter giving permission to the Water Precinct to do some test bores on the Rines Road. Mr. Gregoire will handle this request.

AREA Meeting

Mrs. Gelinis said the Board met with Rochester on April 19th. A few things that we learned is that everyone spoke highly of our students and teachers. We have 4 students in the top 25 and we have 9 in the top 100. Mr. Ouellette said the tech center is an amazing place.

Mrs. Robbins asked about the Covid discussion the Board was supposed to have periodically. Will students have to quarantine when they come back from vacation away? Mr. Gregoire said no stipulations have been made for quarantining.

Policies (Second Reading)

JLCF The Wellness Policy: After talking with Mr. Lampron there were three parts of the policy that concerned him; Fundraising Celebrations and Rewards Mrs. Collins said they were keeping the present Wakefield School Board Policy removing E, F and G from the policy. She said we would still be compliant with the law as far as school meals go. Mrs. Robbins asked Mr. Gregoire what he found out about the Wellness Plan, school coordinator, school level assessment and a school health index, the healthy schools program. Mr. Gregoire said he has not looked at an assessment. He doesn't have that information and he will note that and have the information available to the Board, The Board moved this to the next agenda when Mr. Gregoire has the information available. This policy will be on the next agenda.

JLCJ Concussions and Head Injuries: Number 5. The last sentence will be stricken. Athletic Director will stay in both number 5 and number 6. We have an Athletic Director so they are removing the administrators.

Mr. Fogg made a motion, seconded by Mrs. Collins, to Policy JLCJ. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinias aye (Vote 5-0)

JLCK Special Physical Health Needs of Students: No changes to this policy

Mr. Fogg made a motion, seconded by Mrs. Collins, to Policy JLCK. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinias aye (Vote 5-0)

Public Comment

Dawn Alie said no one needs to quarantine if they go into Massachusetts. She said she thinks the eighth grade trip could have been handled better and she appreciates everything the Admin is doing. She said kids would rather play on a school team.

Non Public

Mr. Collins made a motion, seconded by Mr. Fogg, to enter nonpublic session at 8:16 under 91-A-3-11 (c) Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant. Roll call: Ouellette aye, Collins aye, Fogg aye, Robbins aye, Gelinias aye (Vote 5-0)

The Board returned to public session at 9:02.

Adjournment

Mr. Ouellette made a motion, seconded by Mrs. Gelinias, to adjourn the meeting at 9:02. Roll call: Ouellette aye, Robbins aye, Collins aye, Fogg aye, Gelinias aye (Vote 5-0)

Respectfully submitted for approval at the next School Board meeting,

Priscilla Colbath
School Board Secretary

AREA Board Meeting
Creteau Technology Center

April 19, 2021

Draft

Rochester Members Present: Mr. Paul Lynch Mr. Matthew Beaulieu Mr. Robert Watson Mrs. Sarah Harrington Mr. David Camire, Mrs. Audrey Stevens, Mr. Matthew Pappas

Wakefield Members Present: Bob Ouellette, Relf Fogg, Mary Collins, Sheena Robbins and Caitlin Gelinias

Also Present: Kyle Repucci, Jerry Gregoire and Mrs. Halligan-Foley

The meeting was called to order at 6:04.

Those present joined in the flag salute.

Introduction of those present.

High School Overview of Programs

Mrs. Halligan-Foley, Director, offered a tour of the facility at the end of the meeting. The renovation was completed last year. An aviation program has been approved and will begin next year. There are seventeen programs in all. The goal is for students to begin a two year program in tenth grade and complete it in eleventh grade.

Eighth grade students going to Spaulding were discussed. It was suggested that seventh grade students take a trip to Spaulding to get a feel for the programs offered.

Mr. Fogg asked about the percentage of students that can attend other high schools and whether that percentage can change. Mr. Repucci said that Wakefield attorneys would have to talk to the Rochester School District's attorney to start a conversation to start the process if they were interested in changing that. Mrs. Gelinias asked if there is anything Wakefield should be looking into to help our students with the transition. Mr. Roy explained that adjusting to a big school can be hard but the students adjust well. He said that Wakefield students are Spaulding students and aren't treated any differently than Spaulding students.

Adjournment

**Mr. Beaulieu made a motion, second by Mr. Ouellette, to adjourn the meeting at 6:35.
(Vote unanimous)**

The Board then took a tour of the Tech center.

Respectfully submitted for approval at the nest School Board meeting

Priscilla Colbath

School Board Secretary

School Administration Report
May

- EOY Activities
 - Preschool Celebration (Outside)
 - 4's and 5's Tuesday June 15
 - Rain date Wednesday June 16
 - 3 year olds Thursday June 17
 - Rain date Friday June 18
 - Kindergarten
 - Screening
 - Friday May 7
 - (no school for current kindergarten students)
 - Graduation (Outside)
 - Wednesday June 16
 - Rain date Thursday June 17
 - 6th Grade
 - working to replace Camp Calumet trip with a memorable meaningful day trip
 - 8th Grade
 - Semi
 - Saturday June 12
 - Class Trips (tentatively scheduled)
 - Boston (Monday June 14 and Wednesday June 16)
 - Boston Museum of Science
 - New England Aquarium
 - Duck Tour
 - Holocaust Memorial
 - Faneuil Hall
 - Quincy Market
 - City Walking Tour
 - York Beach (Tuesday June 15)
 - Ropes Course/Fort Foster (Thursday June 17)
 - Graduation
 - Tentatively scheduled for Saturday June 19
 - Parade followed by outdoor ceremony at Paul School
 - Step Up Day
 - Friday, June 18 (tentatively scheduled)
 - Teachers will come down to younger classrooms or meet outside physically distanced as a group
 - Awards Day
 - Recorded then shared out on the last day of school
 - Certificates and awards will be mailed home
 - Summer School
 - In the planning stages for Title 1, ESY and regular education summer school
- Of the current 82 SAU101 staff members, 72% of them have been vaccinated (58)

- STAR
 - What is it?
 - Star Assessments are short progress monitoring assessments that provide teachers with learning data. They are computer adaptive which means the questions vary depending on how a student responds. This is done in an effort to more accurately gauge a students' current level of understanding.
 - How do we use it?
 - Step 1: We've been meeting with grade level teams to identify key reports that teachers should be using.
 - Step 2: Teachers can now utilize information in their reports that enable them to target priority skills in math and literacy to improve student achievement.
 - Step 3: Students receiving targeted interventions will reassess in Star every 6-8 weeks in order for teachers to monitor their progress and drive further instruction and interventions.

- NHSAS
 - We start NHSAS testing May 19th
 - Having additional computers will make this a smoother operation
 - Incentive - ticket for students who spend time on task, respectful behavior during test session, utilizing an appropriate amount of space for writing portion of test
 - Ticket enters student in raffle - iPad Mini
 - Remote students - 5 to come in and test

- We hosted a remote community day
 - Recognized outstanding students for the month of April
 - Reviewed the current Bee Bucks behavior incentives
 - Classroom teachers watched the video with their students or posted it for them to watch at their leisure. It's also posted on YouTube and our school's Facebook page.

- Michelle Castonguay was nominated by her peers as the Outstanding Staff Member for the month of April.

- We would like to recognize the following people for helping out when called upon:
 - Jeff Boynton, Tracy Bemis, Penny Morin, Robbin Fifield, Colleen Bonnell, Michelle Castonguay, Molly Brackett, Bree Arnold, Lisa Toohey, Clayton Cyr, Jolene Welch, Cindy Trentsch
 - Cara McNevech and Rebecca Roberts - staff snack cart
 - Renee Mailhot - Lindt Chocolate donation
 - Tara Dexter and Amy Blackwood - Pizza, salad, soda, water and cookies donation
 - Service Credit Union - Coffee and donuts donation

- Upcoming Dates
 - May 3 - May 7 Teacher Appreciation Week
 - Friday 5/7 Kindergarten Screening
 - Thursday 5/13 Halfway point of Q4
 - Friday 5/14 Teacher Workshop
 - Emergency Preparedness Training and Communication - WPD
 - Math In Focus Training



July 22, 2020

Anne Kebler
SAU 101 - Wakefield School District
76 Taylor Way
Wakefield, NH 03872

Dear Ms. Kebler,

The New England Center for Children will provide clinical and educational consultation based on the principles of applied behavior analysis to staff and students at SAU 101 from a Board Certified Behavior Analyst® (BCBA®). Consultation services may include:

- Student / classroom observations.
- Review of behavior reduction and skill acquisition programming including student performance data.
- Consultation with educators on the development of programming to increase academic, social, communication, self-help, vocational, and independent functioning skills.
- Consultation with educators on the development of programming to decrease problem behavior including functional assessment, behavior intervention plan, and reinforcement systems.
- Meetings with school-based staff to gather information, brainstorm solutions, and share recommendations across goal areas.
- Consultation with district administrators on the development of systems to ensure efficient and effective use of resources.
- Participation in TEAM meetings as needed.
- Development of monthly summaries outlining consultation focus and general recommendations for consultation resource allocation.
- Conducting of student behavior assessments, as scheduling allows.
- Conducting of didactic and in-vivo staff professional development session, as scheduling allows.

All recommendations are provided to the district's program supervisor(s) and based on the information provided to the consultant. The district's program supervisor is responsible for overseeing the program and making the clinical and education decisions for students.

In the event of an extended school closure, consultation services will be provided in a remote format. Meetings will be held via a district-approved video conferencing platform or telephone. Data and documents will be shared via email according to district and NECC email security standards. Student observations and staff coaching will occur via videocall in the context of remote instruction sessions (given parent and district approval). Staff professional development will occur in a webinar or videoconferencing format.

During the period of September 1, 2020 through June 30, 2021, an average of 8 hours per week of consultation will be provided, for a total of up to 320 hours during the contract period. Time estimates are based on the amount of time required to regularly observe students, meet with staff and follow-up on recommendations and may vary across months. Should the needs of a particular student, classroom, or program change, the NECC BCBA Consultant will share recommendations for the consultation time adjustments required to meet the stated goals.



The New England Center
for Children®

Autism Education and Research

The fee for services is \$120 per hour which includes time spent on-site, off-site preparation, follow-up, and one-way travel. In the event that a consultation student and/or staff are unavailable for a scheduled visit, the primary district contact will notify the consultant as soon as possible. Either party can terminate services with a 60-day written notice. Travel time is not included in the time estimate above.

The New England Center for Children provides applied behavior analysis services in a manner consistent with the Behavior Analyst Certification Board's professional and ethical compliance code, which can be accessed at <https://www.bacb.com/ethics/ethics-code/>.

The SAU 101 shall not during the term of this Agreement or for one year thereafter solicit to hire, hire or contract with employees or representatives of The New England Center for Children who provide consult services in the SAU 101 per the terms of this agreement ("One-Year Non-Solicitation"). In the event of any breach of such One-Year Non-Solicitation, the SAU 101 shall pay and The New England Center for Children shall accept an amount equal to twice the annual salary of the relevant employee or representative as liquidated damages.

If you have any questions or concerns regarding service delivery, please contact Christine Morse, Director, Consulting and Public School Services, cmorse@necc.org.

I agree to the above terms,

Aime L. Kibler

8/17/2020

Date



February 8, 2021

Anne Kebler
SAU 101 - Wakefield School District
76 Taylor Way
Wakefield, NH 03872

RE: The New England Center for Children[®] and The SAU 101 Partner Program Classroom

Dear Ms. Kebler,

We are pleased to confirm our understanding of the services we are to provide for the SAU 101 for the period August 23, 2021 through August 19, 2022.

During the above-mentioned period, The New England Center for Children, Inc. (NECC[®]) will provide a 30-hour/week (or the duration of the school district's services) ABA-based intensive educational classroom project as described in Exhibit #1 (Classroom Description). This will include a full time (40 hours/week) lead teacher, who is licensed in MA and will apply for licensure in the state the classroom is located (the timing of this will depend on when the agreement is signed and the date of hire; they may still be in the process of obtaining the license when the school year begins). NECC will also provide a part time (1.5 days/week) Clinical Supervisor to operate a classroom serving no more than 10 children in the Paul School (see Exhibit #2 for student referral and admission process).

**Establishment of the Partner Program classroom is contingent on NECC securing staff. If NECC is unable to secure a certified lead teacher, a separate proposal will be sent outlining different support options.*

The SAU 101 will provide 1 full-time Lead ABA tutor/RBT (RBT supervision from the NECC BCBA clinical supervisor, see attached job description), and 1 tutor (minimum of 1 hour/day longer than the student arrival and departure time) for each student served in the classroom (up to the 10-student maximum mentioned above) to provide direct instruction to the children in this classroom (see Exhibit #3 for the tutor job description and interview process). SAU 101 will provide any tutors new to the classroom 2 weeks prior to the date in which they will assume direct instructional responsibilities for training that will be conducted by NECC (see Exhibit #4 for possible training topics). In addition, SAU 101 will provide a substitute tutor whenever there is a tutor absence.

In addition to the tutors, SAU 101 will provide mutually agreed upon classroom space and classroom materials (see Exhibit #5 for recommended materials list). If SAU 101 is not able to provide the recommended materials, NECC can assist in purchasing materials and will invoice the SAU 101. To cover miscellaneous student reinforcers, \$1,450 has been added to the total cost of the agreement. The NECC lead teacher will purchase items and submit receipts to NECC for reimbursement. NECC's documented procurement procedures will be followed.

The classroom will be staffed on days when the SAU 101 are scheduled and opened during the school year, and throughout the summer except for a minimum of 20 days over the summer where services are not provided. This includes district professional development days during which tutors will participate in classroom-based training.

The classroom lead teacher will attend 2-4 professional development days at NECC throughout the school year. In addition, the classroom lead teacher will participate in up to six afternoon regional meetings for professional development and updates. SAU 101 will be responsible for finding classroom coverage if needed.

24



Partner Program classrooms include access to The Autism Curriculum Encyclopedia® (ACE®) for each student receiving services, which is the culmination of over 40 years of research and practice conducted at NECC. The ACE provides an interactive database containing assessment tools, lesson plans, teaching materials, and student performance reports for over 2,000 skills drawn from the curriculum used at NECC, which is accessible to the Partner Classroom via the internet. To access the ACE as well as Box.com (NECC's cloud file storage system), the NECC classroom computer will need access to the Internet. SAU 101 agrees to work with NECC to assist in the Internet access for the Classroom computer. To maximize usage, NECC recommends purchasing additional "devices" for the classroom. In addition, the SAU 101 agrees to provide a classroom phone with reliable service, year-round. If the school cannot provide a classroom phone, NECC will provide the lead teacher with a business cell phone for an additional cost to SAU 101 of \$420 per year.

NECC also agrees to the following provisions:

1. NECC® shall comply with all elements of the IEPs for the students participating in the Partner Program as long as IEPs are consistent with the services NECC provides. If an IEP requires a service not provided by NECC, the student would be referred by the district to another provider to deliver that service.
2. NECC personnel agree to participate in any TEAM meeting that may be convened to review or develop the students' IEPs.
3. NECC does not discriminate on the basis of race, color, religion, sexual orientation or national origin, or against qualified persons with disabilities.
4. NECC agrees that it is in full cooperation with RSA 189:13-a, which requires criminal history records checks in accordance with New Hampshire Law. NECC is responsible for conducting CORI and fingerprinting checks through EEC on any NECC staff person who will be participating in the Partner Program in SAU 101, prior to their arrival on school grounds.
5. NECC will assist SAU 101 in the completion and issuance of written progress reports, as necessary.
6. NECC will comply with SAU 101's record keeping requirements as mandated by New Hampshire's law.
7. NECC will comply with all applicable requirements of New Hampshire's special education regulations and applicable policy statements and directives issued by the New Hampshire Department of Education.

In the event of an extended school closure, NECC will continue to provide the comprehensive services outlined in the Partner Program contract but will deliver them in a remote format. The Lead Teacher will provide full-time special education services for the students in the classroom via remote instruction. The amount of direct remote instruction available to each student in the classroom would depend on paraprofessional schedules and the classroom roster. Additionally, the BCBA® Clinical Supervisor will continue to provide remote services to support the students and program.

NECC's fees for these services will be:

- 1) **\$18,583.33 per month, a yearly total of \$223,000.00.**

25



- 2) **If this agreement is signed and returned to NECC prior to April 15, 2021** the discounted fee for services will be the total of **\$18,333.33 per month, a yearly total of \$220,000.00.**

NECC will invoice SAU 101 monthly at the end of each month commencing on September 30, 2021. Such invoices are due and payable to The New England Center for Children, Inc. 30 days from the date of the invoice.

SAU 101 recognizes and acknowledges that Confidential Information of NECC may be used in the ABA-based intensive educational classroom project or made available to SAU 101. SAU 101 also recognizes and acknowledges that NECC's Confidential Information includes training techniques, educational techniques, training materials, consulting materials created or developed by NECC. SAU 101 further recognizes that NECC's Confidential Information includes curricula, curriculum sheets, educational manuals, testing manuals, instructional manuals, trademarks, servicemarks, tradenames and business methods. SAU 101 additionally recognizes and acknowledges that NECC's Confidential Information is a valuable, special and unique asset of NECC's business. SAU 101 agrees that SAU 101 will not, during or after the term of the ABA-based intensive education classroom project, disclose any of NECC's Confidential Information to any non-NECC party ("third party") including any other person, school, firm, corporation, for-profit entity, non-profit entity or any educational entity for any reason or purpose whatsoever without the express, written permission of NECC. While NECC cannot list completely in this Engagement Letter all of the Confidential Information with which SAU 101 may come into contact during NECC's project with SAU 101, SAU 101 specifically acknowledges that Confidential Information of NECC includes curricula and training programs, such as curriculum sheets, teacher training, teacher observation tools, teacher evaluation tools, clinical curricula, educational curricula, NECC assessments (such as functional assessment protocols, preference assessment protocols), NECC Discrimination Curriculum, student notebook format, IEP alternative development protocols, MCAS alternative development protocols and CALM. SAU 101 further recognizes and acknowledges that NECC assessments, curricula, trainings and protocols in the areas of health care, speech, language, occupational therapy, vocational training, APE and Applied Behavior Analysis constitutes Confidential Information within the meaning of this Engagement Letter.

SAU 101 understands and agrees that any work product or any Confidential Information developed; invented or authored by NECC or any SAU 101 employee under an NECC employee's supervisor or control during the course of this Engagement Letter with NECC will be a "work for hire" (hereinafter "Work Product"). NECC will own and retain all rights, title and interest to any Work Product. SAU 101 further agrees to hold in strict confidence and not to publish or otherwise disclose any Work Product to any third party including any person, firm, corporation, for-profit entity, non-profit entity or any education entity, without the express, written permission of NECC. SAU 101 understands and agrees that NECC shall be the sole and exclusive owner of any derivative works, improvements or developments related to the Work Product.

SAU 101 agrees to use all reasonable precautions to assure that all Confidential Information and Work Product are properly protected and kept from unauthorized persons. SAU 101 agrees to make no use of any Confidential Information or Work Product except such as is required in the performance of this Engagement. SAU 101 further agrees not to copy, distribute, sell, use or otherwise disclose internally or externally to SAU 101, any Confidential Information or Work Product in SAU 101's possession.

SAU 101 understands and agrees that SAU 101's obligations shall survive any termination of this Engagement, whatever the reason for termination of this Engagement.

While it is NECC's desire that physical restraints are not used with any student, if there is an emergency situation and student does have to be restrained for their own safety, we will require that all tutors working in this classroom



be trained in NECC's restraint policies and techniques. This program is called CALM. Therefore, the NECC lead teacher as well as all tutors working in the classroom will be trained in CALM by the NECC. Upon successful completion of initial Basic CALM training, the staff will be certified for one year, after which they will need to attend an annual training to maintain certification. NECC agrees to abide by the requirements of physical restraint regulations as set forth by STATE. **The classroom is designed to serve students who can be safely supported using safety procedures that are taught in Basic CALM training.** If the Basic CALM training is not sufficient to maintain student and staff safety due to the intensity and the sophistication of student behavior, a NECC peer review process will be initiated. Following this peer review, a NECC and district administrator would meet to discuss recommendations and determine if additional training and resources need to be added to the classroom or if a review of placement may be necessary.

The New England Center for Children provides applied behavior analysis services in a manner consistent with the Behavior Analyst Certification Board's professional and ethical compliance code, which can be accessed at <https://www.bacb.com/ethics/ethics-code/>.

Neither Party shall during the term of this Agreement or for one year thereafter solicit to hire, hire or contract with either Party's employees who work in the SAU 101 Partner Classrooms ("One-Year Non-Solicitation"). In the event of any breach of such One-Year Non-Solicitation, the breaching Party shall pay and the injured Party shall accept an amount equal to twice the annual salary of the relevant employee as liquidated damages.

Either party can terminate the contract with 90 days written notice. While NECC will attempt to cover extended lead teacher absences (unexpected medical leave, maternity leave, etc.), NECC cannot guarantee that a staff will be able to be relocated temporarily to a distance classroom. Should this occur, the SAU 101 has the option to terminate the contract immediately, or work with NECC to provide clinical and educational support to a substitute hired by the SAU 101. The cost of the program would be adjusted accordingly.

If you have any questions or concerns regarding service delivery, please contact Christine Morse, Director, Consulting and Public School Services at cmorse@necc.org or 508-294-3322.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let me know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Yours truly,

Cathy Welch

Cathy Welch
Chief Operating Officer
The New England Center for Children

Response:

This letter correctly sets forth the understanding of the SAU 101.

Date: 4/6/2021

By: Anne L. Kebler
Anne Kebler

21



The New England Center
for Children®
Autism Education and Research

Student Services Director
SAU 101

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Wakefield School District													
2	Possible Budget Savings Options Identified to Cover Costs of Increasing the Budgeted Assistant Principal Position from 0.6 to 1.0													
3	Fiscal Year 2021/2022													
4														
5		Account #	Description	Approved Budget 2021-2022	Items that could be purchased with FY 2020-2021 Fund Balance	Possible Savings from FY 2021-2022 Approved Budget	Possible Grant Funded Items in FY 2021-2022 Approved Budget	Total Projected Savings						
7		100-1100-56100-1-00-00000	SUPPLIES	34,081	15,000			15,000 (1)						
8		100-1100-56410-1-00-00000	CURRICULUM/TEXTBOOKS	14,124	12,500			12,500 (2)						
9		100-2120-53220-1-00-00000	GUIDANCE ASSESSMENT TEST	20,016	-	4,500	12,500	17,000 (3)						
10		100-2220-56410-1-00-00000	LIBRARY BOOKS & OTHER		6,000			6,000 (2)						
11		100-2610-56100-1-00-00000	PRINTED MEDIA		5,000			5,000 (4)						
12		100-2610-57310-1-00-00000	OP/MAINT SUPPLIES		6,000			6,000 (5)						
13			NEW EQUIPMENT											
14			TOTAL	112,221	44,500	4,500	12,500	61,500						
15														
16			The information presented above considers 3 district actions that could be taken by the District to provide the funding for the 1.0 Assistant Principal position.											
17														
18			First is the use of the projected FY2020-2021 Fund Balance remaining at the end for June 2021, to purchase items included as part of the FY2021-2022 Approved Budget.											
19			Second is the "estimated" FY2021-2022 Budgeted line items identified as "potential saving's" opportunities,											
20			Third is the "estimated" FY2021-2022 Budgeted line items identified as "potential Grant Funded" opportunities,											
21														
22	(1)		This would require the District to purchase \$15,000 of supplies, for the FY2021-22 school year prior to June 30, 2021											
23	(2)		These items would need to be identified and ordered prior to June 30, 2021.											
24	(3)		This is a combination of the FY2021-2022 budget reduction as a result of not purchasing the NWEA testing program and continuing to fund the STAR assessment program utilizing grant funding for the FY2021-2022 purchase,											
25														
26	(4)		This would require the District to purchase \$5,000 of maintenance supplies, for the Budgeted FY2021-2022 school year prior to June 30, 2021											
27	(5)		This would require the District to purchase \$6,000 of equipment that was planned for the Budgeted FY021-2022 school year prior to June 30, 2021.											
28														
29			Note: This is presented in consideration of the "Assistant Principal" position shortfall only. This does not include any additional amounts/contracts in excess of the Approved FY2021-2022 Budget that the District has previously approved.											
30														

29

PROGRAMS FOR PUPILS WITH DISABILITIES

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and New Hampshire Law.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the district shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in federal and state statutes, which govern special education. For those students who are not eligible for services under IDEA, but, because of a qualifying disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the district shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, educational safeguards and educational placement. This system shall include notice, and opportunity for the student's parent(s)/guardian(s) to examine relevant records, and impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, the right to be represented by legal counsel and review procedure.

The district recognizes its obligation to provide an education for all students determined to be educationally disabled and in need of special education and related services. This obligation shall begin when a student reaches three years of age and shall continue until the student's 21st birthday or until such time as he/she receives a high school diploma, whichever occurs first, or until the child's Individualized Education Program (IEP) Team determines that the child no longer requires special education in accordance with federal and state law. At the discretion of the Superintendent and/or his/her designee, students who reach the age of 21 during the academic year may be allowed to complete the remainder of the school year.

Legal References:

20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act

34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities

RSA 186-C, Special Education

N.H. Code of Administrative Rules, Section Ed. 1100, Standards for the Education of Students with Disabilities

Appendix JICD-R, page 13

Mrs. Priscilla Colbath, Chairperson
Mrs. Vivian Macedo
Mrs. J. Lizbeth Olimpio
Mrs. Judith Nason
Mr. Stephen Brown

Adopted by the Board: 14 March 2001
Revised by the Board: 6 May 2002
Revised by the Board: 16 May 2012

IHBA - PROGRAMS FOR PUPILS WITH DISABILITIES

(Download policy)

Category R

See also JICD

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and New Hampshire Law.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the district shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in federal and state statutes, which govern special education. For those students who are not eligible for services under IDEA, but, because of a qualifying disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the district shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, educational safeguards and educational placement. This system shall include notice, and opportunity for the student's parent(s)/guardian(s) to examine relevant records, and impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, the right to be represented by legal counsel and review procedure.

The district recognizes its obligation to provide an education for all students determined to be educationally disabled and in need of special education and related services. This obligation shall begin when a student reaches three years of age and shall continue until the student's 21st birthday or until such time as he/she receives a high school diploma, whichever occurs first, or until the child's Individualized Education Program (IEP) Team determines that the child no longer requires special education in accordance with federal and state law. At the discretion of the Superintendent and/or his/her designee, students who reach the age of 21 during the academic year may be allowed to complete the remainder of the school year.

Legal References:

20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act

34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities

RSA 186-C, Special Education

N.H. Code of Administrative Rules, Section Ed. 1100, Standards for the Education of Students With Disabilities

Appendix JICD-R, page 13

Revised: August 2007
Revised: July 2004, May 2006
New policy: November 1999

DISCLAIMER: This sample policy manual is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. No portion of this manual may be reproduced, copied, transmitted, distributed, in any form, except as needed for the development of policy by a subscribing district. The materials contained in the manual are provided for general information only and as a resource to assist subscribing districts with policy development. School districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

PROGRAMS FOR PUPILS WITH DISABILITIES

The District shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and New Hampshire Law.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the district shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in federal and state statutes, which govern special education. For those students who are not eligible for services under IDEA, but, because of a qualifying disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the district shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, educational safeguards and educational placement. This system shall include notice, and opportunity for the student's parent(s)/guardian(s) to examine relevant records, and impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, the right to be represented by legal counsel and review procedure.

The district recognizes its obligation to provide an education for all students determined to be educationally disabled and in need of special education and related services. This obligation shall begin when a student reaches three years of age and shall continue until the student's 21st birthday or until such time as he/she receives a high school diploma, whichever occurs first, or until the child's Individualized Education Program (IEP) Team determines that the child no longer requires special education in accordance with federal and state law. At the discretion of the Superintendent and/or his/her designee, students who reach the age of 21 during the academic year may be allowed to complete the remainder of the school year.

Legal References:

20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act

34 C.F.R. § 300 et seq., Assistance to the States for the Education of Children with Disabilities

RSA 186-C, Special Education

N.H. Code of Administrative Rules, Section Ed. 1100, Standards for the Education of Students with Disabilities

Appendix JICD-R, page 13

Mr Bob Ouellette, Chairperson
Mr Relf Fogg
Mr Mary Collins
Mr Sheena Robbins
Ms Caitlin Gelinas

Adopted by the Board: 14 March 2001

Revised by the Board: 6 May 2002

Revised by the Board: 16 May 2012

Reaffirmed:

EVALUATION REQUIREMENTS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.

A full and individual evaluation of a student's educational needs that meets the criteria established in state and federal law will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The district implements an ongoing system to locate, identify and evaluate all children from birth to age 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services. The district will seek to identify all children with disabilities, regardless of the severity of their disabilities.

The district is responsible for evaluating and determining eligibility for special education services for school age children. The district is responsible for evaluating children who may be eligible for Early Intervention/Early Childhood Special Education (EI/ECSE) services. The district's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or re-evaluation, the district:

1. Plans the evaluation with a group that includes the parent(s);
2. Provides prior written notice to the parent(s) that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtains informed written consent for evaluation.

The district conducts a comprehensive evaluation or re-evaluation before:

1. Determining that a child has a disability;
2. Determining that a child continues to have a disability;
3. Changing the child's eligibility;
4. Providing special education and related services;
5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular diploma or exceeding the age of eligibility for a free appropriate public education.

Upon completion of the evaluation, the district provides the parent or eligible child a copy of the evaluation report at no cost. The evaluation report describes and explains the results of the evaluation.

Mrs. Priscilla Colbath, Chairperson
Mrs. Vivian Macedo
Mrs. J. Lizbeth Olimpio
Mrs. Judith Nason
Mr. Stephen Brown

Adopted by the Board: 5 May 2010
Reaffirmed by the Board: 16 May 2012

See also IHBA

**EVALUATION REQUIREMENTS FOR CHILDREN WITH SPECIFIC LEARNING
DISABILITIES**
(continued)

Upon completion of the eligibility determination, the district provides the parent or eligible child documentation of eligibility determination at no cost.

The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of education need, used to assess a child:

1. Are selected and administered so as not to be racially or culturally discriminatory;
2. Are provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it is clearly not feasible to do so;
3. Are used for purposes for which assessments or measures are valid and reliable;
4. Are administered by trained and knowledgeable personnel; and
5. Are administered in accordance with any instructions provided by the producer of such assessments.

Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

A student must meet the eligibility criteria established in the New Hampshire Administrative Rules. The district conducts re-evaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance of the children warrant a re-evaluation;
2. When the child's parents or teacher requests a re-evaluation; and
3. At least every three years, unless that parent and the district agree that a re-evaluation is unnecessary.

The district does not conduct re-evaluation more than once a year, unless the parent and district agree otherwise.

Legal References:

NH Code of Administrative Rules, Section Ed 1107.02(b), Evaluation Requirements for Children With Specific Learning Disabilities

Appendix IHBA-R

Mrs. Priscilla Colbath, Chairperson
Mrs. Vivian Macedo
Mrs. J. Lizbeth Olimpio
Mrs. Judith Nason
Mr. Stephen Brown

Adopted by the Board: 5 May 2010
Reaffirmed by the Board: 16 May 2012

IHBAA - EVALUATION REQUIREMENTS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

(Download policy)

Category: Priority/Require by Law

See also IHBA

The District will ensure that all evaluation requirements for children with learning disabilities are evaluated consistent with applicable state and federal laws and regulations. All staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Special Education Policies and Procedures Manual.

NHSBA Note, September 2016: Significant changes and amendments are made to this Sample Policy following NHSBA consultation with the NHDOE Special Education Department and other special education practitioners. The intent of these revisions is to ensure compliance with all special education rules as well as to ensure consistency with NHDOE recommendations. Since such evaluations are required to be followed by all school districts, recitation of laws specific to special education evaluation via school board policy is unnecessarily repetitive and duplicative. Rather, a statement directing interested persons to the NHDOE's Special Education Procedures Manual is within the school board's policy-making role.

Legal References:

*NH Code of Administrative Rules, Section Ed 1107.02(b), Evaluation Requirements for Children With Specific Learning Disabilities
Appendix IHBAA-R*

Revised: September 2016

New Policy: April 2009

DISCLAIMER: This sample policy manual is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. No portion of this manual may be reproduced, copied, transmitted, distributed, in any form, except as needed for the development of policy by a subscribing district. The materials contained in the manual are provided for general information only and as a resource to assist subscribing districts with policy development. School districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

EVALUATION REQUIREMENTS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

The District will ensure that all evaluation requirements for children with learning disabilities are evaluated consistent with applicable state and federal laws and regulations. All staff, students, parents and other interested persons are directed to the New Hampshire Department of Education Special Education Policies and Procedures Manual.

NHSBA Note, September 2016: Significant changes and amendments are made to this Sample Policy following NHSBA consultation with the NHDOE Special Education Department and other special education practitioners. The intent of these revisions is to ensure compliance with all special education rules as well as to ensure consistency with NHDOE recommendations. Since such evaluations are required to be followed by all school districts, recitation of laws specific to special education evaluation via school board policy is unnecessarily repetitive and duplicative. Rather, a statement directing interested persons to the NHDOE's Special Education Procedures Manual is within the school board's policy-making role.

Legal References:

*NH Code of Administrative Rules, Section Ed 1107.02(b), Evaluation Requirements for
Children With Specific Learning Disabilities
Appendix IHBA-R*

Revised: September 2016
New Policy: April 2009

Mr Bob Ouellette, Chairperson
Mr Relf Fogg
Ms Mary Collins
Ms Shenna Robbins
Ms Caitlin Gelinas

Adopted by the Board: 5 May 2010
Reaffirmed by the Board: 16 May 2012
Adopted by the Board:

SUICIDE PREVENTION

The Board recognizes that self-destructive behavior and suicide occurs among children and adolescents in our country. Students identified as self-destructive are in need of appropriate help as quickly as possible. The primary efforts of school personnel working with a depressed or suicidal student are support, parental contact and referral. To that end, student confidentiality may be waived in life-threatening situations.

With the intent of contributing to the prevention of suicide among its pupils where possible, the Board directs an Adolescent Suicide Awareness Program to be initiated, including:

- In-service education to increase the awareness of all building staff about the seriousness of the problem and possible suicide “warning signs” in conjunction with bullying and harassment training.
- Establishment of referral/response procedures in each school to facilitate assisting pupils identified as possibly suicidal.
 - Infusion into the health curriculum of appropriate information to help students deal appropriately with feelings, to recognize possible suicide “warning signs” in themselves and others, and to increase awareness of alternatives and resources available for assistance.
 - Procedures in each school for dealing appropriately with tragedies to ease the impact on pupils, staff and community in the event of student suicide.

School system personnel cannot be expected to treat the suicidal adolescent. Rather, they need to recognize that they are in a position to aid in the identification of those young people who may be suicidally prone and to intervene in order to link these young people and their families to treatment programs in the community. In addition, school personnel need to be better prepared to sensitively relate to suicidal young people following a suicide attempt, and to deal with the intense emotions/reactions of the school community following an actual suicide.

Mrs. Priscilla Colbath, Chairperson
Mrs. Janet Gagnon
Mrs. J. Lisbeth Olimpio
Mrs. Judith Nason
Mr. Peter Kasprzyk

Adopted by the Board: 17 October 2001
Reaffirmed by the Board: 2 January 2008
Revised by the Board: 7 September 2011

JLDBA - BEHAVIOR MANAGEMENT AND INTERVENTION

(Download policy)

Category: Priority/Required by Law
See also JIC, JICD, & JLD

It is the policy of the Board to promote good behavior in a safe and orderly environment where all students can be fully engaged in the learning process. To ensure that our students and staff are protected against disruptive behavior, the board directs the Superintendent to set forth procedures for behavior management and interventions that are designed to maintain a positive environment conducive to learning.

Student conduct that disrupts class work, involves disorder, or invades the rights of others will not be tolerated and may be cause for suspension or other disciplinary action.

The administration of disciplinary action will focus both on consequences and on changing or managing inappropriate behavior.

It is important that there be careful evaluation of the individual situation so that the school's response to the student is appropriate.

If the student has an Individualized Education Program (IEP), the process will follow federal and state laws governing special education.

All available resources should be utilized, including preventive and responsive interventions to support students' needs. These interventions should include psychological, curricular, and behavioral services, which should take place within classrooms, schools, and alternative settings. Exclusion from the classroom should be the disciplinary action of last resort.

The Superintendent will also ensure that classroom behavior management skills are addressed through professional development, and that there is an adequate system of recordkeeping regarding disciplinary infractions and interventions.

The use of corporal punishment is prohibited in District schools.

This policy will be reviewed on an ongoing basis in accordance with the Board's policy review process.

Legal References:

Ed 306.04(a)(18), Behavior Management and Intervention for Students

Revised: May 2008

New Policy: October 2005

NHSBA Note, May 2014: Only changes are to Legal References. Content of the policy has not changed.

DISCLAIMER: This sample policy manual is copyrighted to the New Hampshire School Boards Association and is intended for the sole and exclusive use of NHSBA Policy Service Subscribers. No portion of this manual may be reproduced, copied, transmitted, distributed, in any form, except as needed for the development of policy by a subscribing district. The materials contained in the

Copyright © 2008, New Hampshire School Boards Association. All rights reserved.
NHSBA sample policies are distributed for resource purposes only, intended for use only by members of NHSBA Policy Services. Contents do not necessarily represent NHSBA legal advice or service, and are not intended for exact publication.

manual are provided for general information only and as a resource to assist subscribing districts with policy development. School districts and boards of education should consult with legal counsel and revise all sample policies and regulations to address local facts and circumstances prior to adoption. NHSBA continually makes revisions based on school districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

SUICIDE PREVENTION

The Board recognizes that self-destructive behavior and suicide occurs among children and adolescents in It is the policy of the Board to promote good behavior in a safe and orderly environment where all students can be fully engaged in the learning process. To ensure that our students and staff are protected against disruptive behavior, the board directs the Superintendent to set forth procedures for behavior management and interventions that are designed to maintain a positive environment conducive to learning.

Student conduct that disrupts class work, involves disorder, or invades the rights of others will not be tolerated and may be cause for suspension or other disciplinary action.

The administration of disciplinary action will focus both on consequences and on changing or managing inappropriate behavior.

It is important that there be careful evaluation of the individual situation so that the school's response to the student is appropriate.

If the student has an Individualized Education Program (IEP), the process will follow federal and state laws governing special education.

All available resources should be utilized, including preventive and responsive interventions to support students' needs. These interventions should include psychological, curricular, and behavioral services, which should take place within classrooms, schools, and alternative settings. Exclusion from the classroom should be the disciplinary action of last resort.

The Superintendent will also ensure that classroom behavior management skills are addressed through professional development, and that there is an adequate system of recordkeeping regarding disciplinary infractions and interventions.

The use of corporal punishment is prohibited in District schools.

This policy will be reviewed on an ongoing basis in accordance with the Board's policy review process.

Legal References:

Ed 306.04(a)(18), Behavior Management and Intervention for Students

Revised: May 2008

New Policy: October 2005

NHSBA Note, May 2014: Only changes are to Legal References. Content of the policy has not changed.

Mr Bob Ouellette, Chairperson
Mr Relf Fogg
Ms. Mary Collins
Ms Sheena Robbins
Ms Caitlin Gelinas

Adopted by the Board: 17 October 2001
Reaffirmed by the Board: 2 January 2008
Revised by the Board: 7 September 2011
Adopted by the Board:

Alexander Beckwith
11 Kirkland St
Dover, NH 03820
(603) 724-7753
witzbeck@gmail.com

April 13, 2021

Jerry Gregoire
Superintendent
Paul School
60 Taylor Way
Sanbornville, NH 03872

Dear Mr. Gregoire,

I would like to inform you that I am resigning from my position as seventh grade mathematics teacher for the Paul School, effective June 18, 2021.

Thank you for the support and opportunities that you have provided me with over the past year. I've learned a great deal at the Paul School and am extremely grateful to you and the community for continued encouragement in pursuing my personal and professional development objectives, both while at the school and beyond.

If I can be of any assistance transitioning my position and responsibilities to my successor, please do not hesitate to ask. While I will be starting a new position in data analytics, I can still be easily reached if questions arise. I will be finishing out the school year and am glad to help however I can.

Sincerely,



Alexander Beckwith

4/20/2021

Dear Superintendent Gregoire,

Please accept this letter as a formal notification that I am resigning from my position as 8th grade Math teacher at Paul School, effective end of the 2020/2021 school year; as I have accepted a position in another district.

I have worked in the Wakefield School District for the past ten years. I am exceptionally proud of the mathematics learning that I facilitated in 7th and 8th grade, as well as my contributions to the mathematics education of all students at the Paul School by assisting teachers of various grade levels to find effective materials and tools to implement new ways of teaching.

In the future, I hope the Wakefield School Board will continue to communicate with teachers and administration; and that you as Superintendent will continue to show your care and concern by requesting and considering staff input in matters that will directly affect them. Teachers in this district are very special; they truly care about the students and their needs. Many school districts do not have such loving and caring staff.

I will miss the students and teachers at the Paul School, but am excited for this new opportunity to further learn and grow as a professional.

Sincerely,

Jessica Cormier