

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN □ PAXTON □ PRINCETON □ RUTLAND □ STERLING

Minutes

Regular Meeting #1345

Monday, June 8, 2020
7:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

Wachusett Regional School District Committee

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

Committee Members Absent:

None

Administration Present:

Darryll McCall, Superintendent of Schools
Robert Berlo, Deputy Superintendent
Daniel Deedy, Director of Business and Finance
Jeff Carlson, Director of Human Resources
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:

Rianna Massoni-Nesman Leah Michalowski

Others:

Abby McCartney, Senator Elizabeth Warren's Office
Nyanna Slaughter, Senator Elizabeth Warren's Office
Heidi Lahey, President, WREA
Mary E. Lampron-Shepherd, President-elect, WREA

Chair Mills called the meeting to order at 7:03 PM. Chair Mills announced the meeting was streaming live on Holden TV, Channel 194, and is being conducted remotely, via Google Meet. Chair Mills extended his thanks to HCTV for assisting with broadcasting the meeting live.

With no objection from members, Chair Mills invited representatives from Senator Elizabeth Warren's office, Abby McCartney and Nyanna Slaughter, to address the Committee. Ms. McCartney thanked the Committee for inviting them to participate in the meeting, and she spoke about the impact of COVID-19 on state and federal budgets, acknowledging the difficulties school districts are facing. Ms. McCartney updated the Committee on the federal aid funding being debated in Washington. She spoke about Title 1 funding and IDEA funding. Members were given the opportunity ask questions, with the first being about a timeline, which Ms. McCartney answered would be July or later. Several members contributed to the discussions, with comments made about the June 15th statutory deadline for notifying non-professional status teachers of possible staffing reductions, the HEROS Act, the fact that this pandemic and school closures have highlighted the inequities of school districts, the fact that these issues/problems are not just current and immediate, but will need to be dealt with for years to come, and lastly bi-partisan support of funding bills was encouraged.

At 7:12 PM Ms. McCartney and Ms. Slaughter were thanked for participating in the meeting, and they departed the virtual meeting.

I. Public Hearing

Several comments were sent to questions@wrsd.net, all of which Chair Mills read aloud for the record.

WRHS freshman (attachment 1)

WRHS graduate (attachment 2)

WRHS graduate (attachment 3)

WRHS graduate (attachment 4)

WRHS graduate (attachment 5)

Soon-to-be senior (attachment 6).

Student (attachment 7)

WRHS graduate (attachment 8)

Student (attachment 9)

WRHS graduating senior (attachment 10)

WRHS graduate (attachment 11)

Student (attachment 12)

WRHS graduate (attachment 13)

WRHS graduate (attachment 14)

At the conclusion of reading the comments, Chair Mills thanked those who submitted emails and said how humbled he was to be the person to read the comments.

II. Chair's Opening Remarks

Chair Mills presented his final Opening Remarks as Chair of the WRSDC. He thanked members who are not seeking re-election for their service on the Committee, and he also thanked the Student Representatives for their service and he wished them luck in the years ahead. Chair Mills read a prepared statement (attachment 15).

Chair Mills announced there will be a second Public Hearing towards the end of the meeting.

III. Student Representatives (R. Massoni-Nesman, L. Michalowski)

Student Representative Michalowski spoke about recent virtual awards ceremonies and that the last day of school is June 12th, noting it will be June 15th for Mountview Middle School. Student Representative Massoni-Nesman spoke about events and celebrations the graduating seniors are experiencing, which will conclude with diplomas being picked up by students at the high school on June 18th. Student Representative Massoni-Nesman also spoke about recent protests and rallies, referencing comments shared with her by other students. Student Representative Massoni-Nesman asked if a brief presentation could be made, virtually, by former Student Representative D. J. Ferdinand, which Chair Mills and other members did not object to.

IV. Superintendent's Report

A. Discussion of Report

Superintendent McCall extended thanks to Committee members, especially those who are not seeking re-election.

Superintendent McCall spoke about the statements students submitted for Public Hearing. Superintendent McCall mentioned his School Messenger sent out on June 3, 2020, which he received mixed responses about.

At Superintendent McCall's inquiry, Chair Mills explained that Business/Finance Subcommittee Chair Dennis will address the full Committee to participate in discussions about the budget and the potential reductions due to budgetary constraints, and Superintendent Goals and Evaluation Subcommittee Chair Lavoie will be asked to present the annual evaluation tool and process.

Superintendent McCall referenced his “tiered reduction document,” shared in his Report, which was projected on the screen (attachment 16). Superintendent McCall reviewed Tier 1 and the potential savings. Superintendent McCall next reviewed Tier 2 potential reductions. Going through to Tier 5, the savings could be close to \$10.5M. Approximately 52 non-professional status teachers may be reduced. Superintendent McCall mentioned the unknown costs associated with equipment and supplies that will be required to open schools.

Chair Mills invited Business/Finance Subcommittee Chair Dennis to address the Committee. Subcommittee Chair Dennis took the opportunity to thank the students who participated in the Public Hearing. Subcommittee Chair Dennis then turned his statements to the budget. He noted there are three components to consider: the extent of the problem; how to close the gaps (mitigations and reductions); and the timeline

8:15 PM Member Godbout left the meeting.

Subcommittee Chair Dennis spoke about funds in Revolving Accounts, funds that can be carried forward to the next fiscal year (Circuit Breaker, School Choice, and Stabilization). Subcommittee Dennis reported that the motions on the agenda for budget transfers are recommended by the Business/Finance Subcommittee. He reported the Business/Finance Subcommittee did not act on the motion to use Excess & Delivery for the FY21 budget. Subcommittee Chair Dennis spoke about timelines and the importance of meeting these timeline triggers. He noted the costs of reopening have not yet been included in the draft FY21 budget.

Chair Mills next asked Superintendent Goals and Evaluation Subcommittee Chair Lavoie to address the Committee, to review the online evaluation tool and to explain the process. The online tool and Superintendent McCall’s Evaluation Narrative will be shared with members of the full Committee on June 9, 2020, with the expectation that members will complete their evaluation input by June 15, 2020. Subcommittee Chair Lavoie reminded members who are not seeking re-election they should complete and provide their input before the expiration of their terms.

Chair Mills then gave members the opportunity to address the Committee.

Member Ayala thanked the students who submitted comments. She also thanked other members for their services to the District.

Member Brown thanked the students for speaking out. Member Brown asked if the Superintendent is looking to “pink slip” 52 non-professional status teachers, which Superintendent McCall confirmed, due to the June 15th deadline. If funding cuts/reductions are less severe than anticipated, Member Brown asked if some of the teachers/positions be reinstated, which Superintendent McCall confirmed he is hopeful to be able to do.

Member Dennis had no additional comments.

Member Godbout had left the meeting.

Member Gustafson also thanked the students for sharing their stories. Member Gustafson, also a member of the Business/Finance Subcommittee, spoke about negotiations with the WREA and other unions about impact bargaining. She then asked about restoring items being reduced if funds are available.

Member Haber spoke about timelines and how they will impact staff, to which Superintendent McCall commented districts are awaiting direction from the state.

Member Haynes thanked the students for their comments, and is grateful to Superintendent McCall for his recent message. Member Haynes noted there is much work to do to address these concerns, which he is certain the District and the Committee is up to. He also spoke about funding and the budget.

Member Imber also thanked the students. He asked if negotiations with the unions could be conditional.

Member Kirshenbaum also thanked the students and she commented on the importance of addressing these issues now and in the future.

Member Lavoie is concerned that the cost of reopening schools has not been included in budget planning. He also candidly commented that he does not believe pink slips should be issued. He said that District administration could look at other revenue sources before reducing teachers in the classrooms.

Member Long-Bellil thanked the students for sharing their stories, and she also thanked Superintendent McCall for his statement. Member Long-Bellil is very disturbed about the potential reductions.

9:11 Member Mitchel left the table.

Member Michalowski spoke about the student statements and hopes the issues brought forward will be a priority for the administration and the Committee. Member Michalowski suggested that Superintendent McCall set an example and not take a salary increase for the coming year.

Member Ottmar also thanked the students.

Member Silva also thanked the students for their strong messages and statements. She spoke about her earlier offerings to provide diversity training for District administrators and students.

9:15 Member Mitchel returned to the table.

Vice-chair Smith thanked Member Silva for sharing her story. Vice-chair Smith read a note of thanks to the students. Vice-chair Smith thanked members whose terms will expire at the end of June. Vice-chair Smith agrees that the costs

associated with reopening need to be included in the budgets. Vice-chair Smith thanked Ken Mills for his services as Chair of the School Committee over the last four years.

Member Weeks thanked Superintendent McCall for making a bold leadership decision when sending his message, and she asked that he have principals address the issues raised by the students at this meeting.

Member Woodland spoke about diversity and the need for addressing this in our district. She also had a question about use of E & D, if it is not certified now, can it be used when cash flow issues might be encountered in October. Superintendent McCall explained E & D generally gets certified in January/February, but Director Deedy explained E & D could be certified by DOR by November 1st, if all data and information is submitted early. Per Business/Finance Subcommittee Chair Dennis, E & D is submitted no later than the end of October, which could move certification by DOR earlier than the winter months.

Member Young thanked all who shared stories this evening. He then provided a report about his participation on the Reopening Task Force, and he stressed the importance of ordering equipment and PPE that will be needed for the reopening of schools and that ordering should be done now. Member Young also mentioned the possibility of a RAN (Revenue Anticipate Note), which does have some expenses associated with it. Member Young too thanked Chair Mills for his services.

Chair Mills asked Director Deedy to speak about a RAN. Director Deedy reported on conversations he has had with District Treasurer Dunbar, who does not believe that the District needs to go that route at this point in time. Director Deedy will speak with Treasurer Dunbar again. Member Dennis spoke about operating under a 1/12th budget. Chair Mills reminded members that the full School Committee votes if it is decided a RAN is necessary.

B. Recommendations Requiring Action by the School Committee

1. To authorize the Superintendent of Schools to sign the Memorandum of Agreement Between WRSD and the WREA – *Third Amendment to Memorandum of Agreement COVID-19 Closure*

(M. Weeks)

(L. Kirshenbaum)

Superintendent McCall spoke about the Memorandum of Agreement (attachment 17). Chair Mills gave members the opportunity for questions and comments; none were made.

Roll call vote:

In favor:

Kenneth Mills

Christina Smith

Melissa Ayala

Scott Brown
Michael Dennis
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Karl Ottmar
Asima Silva
Megan Weeks
Linda Woodland
Adam Young

Opposed:
None

The motion was unanimously approved.

2. To authorize the Superintendent of Schools to sign the Memorandum of Agreement Between WRSD and the WREA –2020-2021 School Year/Furlough Day

(S. Haber)
(L. Kirshenbaum)

9:45 Member Mitchel left the meeting

Superintendent McCall spoke about the MOA (attachment 18). Legal Affairs Subcommittee Brown spoke about meetings with the WREA about this MOA. Member Michalowski asked for an explanation how the number (\$99,518,867) in the MOA was determined, which Superintendent McCall explained.

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Michael Dennis
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil

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

Opposed:
None

The motion was unanimously approved.

3. To authorize the use of \$450,000 of certified "Excess and Deficiency" funds from the Excess and Deficiency Account as a funding source for the WRSD FY21 budget, due to expected cuts in FY21 state education aid from the Commonwealth of Massachusetts due to the COVID-19 crisis.

(J. Haynes)
(L. Kirshenbaum)

At Chair Mills' invitation, Superintendent McCall and Director Deedy spoke to the motion. Director Deedy explained that School Committee action on use of E & D, as outlined in the motion, would need to be taken by June 30, 2020, after which use of E & D would need to be deferred until the Excess & Deficiency funds are certified. Member Lavoie asked for clarification about when the vote would need to be taken – by the end of the day June 30th, which is the date of the next School Committee meeting, or by June 30th, which would mean the vote would need to be taken before the next School Committee meeting. Director Deedy explained it would be by the end of the day on June 30th, though action before that date is desired for planning purposes. Business/Finance Subcommittee Chair Dennis spoke about use of E & D, which was not acted upon by the Business/Finance Subcommittee. Currently, there is approximately \$960,000 in E & D.

Motion: To extend the meeting until 10:30 PM.

(K. Ottmar)
(L. Long-Bellil)

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Michael Dennis
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber

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

Opposed:
None

The motion was unanimously approved.

Member Dennis continued speaking about use of E & D, laying out the pros and cons of using these funds at this time, making note that in the event there is a resurgence of the coronavirus later in the year and action needs to be taken to address this resurgence i.e. school closure and/or remote learning, lowering the available funds in E & D might not be wise. Chair Mills opened the floor to questions.

Member Michalowski asked about the history of use of E & D in the past to reduce the District's budget. She also asked the status of the proposed amendments to the contracts with AA Transportation. Director Deedy spoke to both questions.

Member Gustafson asked the projected savings if the proposed amendment with AA Transportation is edited to 50% payment to AA Transportation. She also mentioned use of a lower amount of E & D for the FY21 budget.

Member Ottmar asked if the motion is approved, would the District be "required" to use \$450,000 of E & D or would the District be "allowed" to use up to \$450,000 of E & D. Per Member Dennis, if it is voted before the end of June to use E & D funds, the amount would be built into the FY21 budget, prior to operating under a 1/12th budget.

Chair Mills explained the vote on use of Excess & Deficiency requires a 2/3 vote (15 votes in favor) to pass.

Member Ayala asked how the funds would be used, which Director Deedy explained the funds would be used as a revenue source.

Member Long-Bellil could be in agreement about use of a lower amount of E & D funds.

Member Young spoke about potential reductions in Tiers 1 and 2, and if use of E & D is lowered from the proposed \$450,000 then impacts to Tiers 1 & 2 could be more severe.

Motion: To defer action on the motion on the floor to a time forward, June 30, 2020.

(M. Dennis)

(M. Lavoie)

Chair Mills explained a vote on the motion to defer requires only a simple majority to pass.

Chair Mills entertained questions about the motion to defer.

Member Dennis addressed the motion to defer, which would give District administration time to address/revise the proposed amendments to the contracts with transportation providers and to also come to resolution and determine a procedure if using the funds in the 1/12th budget.

Member Haber asked what use of \$450,000 funds are planned for.

Superintendent McCall spoke about possibly of cutting more staff, professional status and non-professional status, if \$450,000 is not a revenue source in the FY21 budget.

Motion: To extend the meeting to 11:00.

(M. Weeks)

(L. Long-Bellil)

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Michael Dennis
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Karl Ottmar
Megan Weeks
Linda Woodland
Adam Young

Opposed:

Matthew Lavoie
Asima Silva

The motion was approved 16-2.

Motion: To move the question.

(M. Lavoie)
(L. Kirshenbaum)

Chair Mills confirmed members would be voting on moving the question, not on the motion to defer action on the main motion.

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Scott Brown
Michael Dennis
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Karl Ottmar
Megan Weeks
Linda Woodland

Opposed:

Melissa Ayala
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Amy Michalowski
Asima Silva
Adam Young

The motion failed 10-8.

Discussion continued.

When the question was asked if a motion to amend the proposed amount of E & D could be reduced from \$450,000 to \$250,000, it was explained this is not an option, for this motion, because the motion now on the floor is to defer action until a time certain (June 30, 2020).

Roll call vote:

In favor:

Kenneth Mills
Melissa Ayala

Scott Brown
Michael Dennis
Sherri Haber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Karl Ottmar
Adam Young

Opposed:

Christina Smith
Maleah Gustafson
Jeffrey Haynes
Robert Imber
Amy Michalowski
Asima Silva
Megan Weeks
Linda Woodland

The motion passed 10 – 8.

Chair Mills explained the motion to use Excess & Deficiency funds will be on the agenda for the regular meeting of the School Committee on June 30, 2020.

4. To recommend the Superintendent determine and notify staff of reductions in force due to expected cuts to FY21 state revenue due to COVID-19 crisis by June 15, 2020.

(A. Young)

(S. Brown)

Some discussion ensued.

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Michael Dennis
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Linda Long-Bellil
Amy Michalowski
Karl Ottmar
Asima Silva

Megan Weeks
Linda Woodland
Adam Young

Opposed:
Matthew Lavoie

The motion was approved 17-1.

5. To authorize a budget transfer of **\$4,718.41** from the Debt Service Appropriation to the Pupil Services Appropriation.

(M. Dennis)
(M. Weeks)

Subcommittee Chair Dennis explained the spirit of the majority of the budget transfer motions is to not have fund balances end in the negative, and to be able to accrue available dollars in revolving accounts.

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Michael Dennis
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Karl Ottmar
Asima Silva
Megan Weeks
Linda Woodland
Adam Young

Opposed:
None

The motion was unanimously approved.

6. To authorize a budget transfer of **\$49,181.33** from the Debt Service Appropriation to the Benefits and Insurance Appropriation.

(S. Haber)
(L. Kirshenbaum)

Director Deedy spoke briefly about this budget transfer.

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Michael Dennis
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Karl Ottmar
Asima Silva
Megan Weeks
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

7. To authorize a budget transfer of **\$150,000** from the Salaries and Stipends
Appropriation to the Benefits and Insurance Appropriation.

(L. Long-Bellil)

(L. Kirshenbaum)

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Michael Dennis
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil

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

Opposed:
None

The motion was unanimously approved.

8. To authorize a budget transfer of **\$600,000** from the Transportation Appropriation to the Benefits and Insurance Appropriation.

(S. Haber)
(L. Long-Bellil)

Mid-roll call vote, Member Lavoie asked what caused the excess available for transfer. Director Deedy explained the \$600,000 reflects the 75% payment to AA Transportation. After the question was asked and answered, Chair Mills restarted the roll call vote.

Roll call vote:

In favor:

Christina Smith
Melissa Ayala
Scott Brown
Michael Dennis
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Karl Ottmar
Asima Silva
Megan Weeks
Linda Woodland
Adam Young

Opposed:
Kenneth Mills

The motion was approved 17-1.

9. To authorize a budget transfer of **\$250,000** from the Undesignated Fund Balance to Fund Code 30, Project 1002, Line Item WLT452 to cover the Field Turf project.

(L. Long-Bellil)
(S. Haber)

Director Deedy explained the purpose of this motion is at the advice of the Department of Revenue.

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Michael Dennis
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Karl Ottmar
Asima Silva
Megan Weeks
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

V. Unfinished Business

There was no unfinished business brought before the School Committee.

Member Dennis raised a point of order, and asked if Chair Mills would alter the agenda to move to the second Public Hearing, because of the time. With no objection from the membership, Chair Mills said he would alter the agenda to bring forward the second Public Hearing, adding that he had one announcement to make, on behalf of the Ad Hoc Subcommittee to Negotiate the Superintendent's Contract, before moving to the second Public Hearing.

Member Gustafson spoke on behalf of SEPAC, reporting that members of SEPAC have questions about plans for summer services. The statement, though not read at the meeting, is attached (attachment 19).

VI. Secretary's Report

- A. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on March 9, 2020

Deferred

- B. Approval of Executive Session Minutes of the Wachusett Regional School District Committee held on May 11, 2020

Deferred

- C. Approval of #1344 Regular Meeting Minutes of the Wachusett Regional School District Committee held on May 26, 2020

Deferred

VII. Treasurer's Report/Financial Statements

Deferred

VIII. Committee Reports

- A. Management Subcommittee (K. Mills, Chair, C. Smith, Vice-chair, S. Brown, M. Dennis, R. Imber, M. Lavoie, A. Young)

Deferred

- B. Education Subcommittee (R. Imber, Chair, C. Smith, Vice-chair, M. Ayala, S. Haber, L. Kirshenbaum, L. Long-Bellil, A. Silva)

Deferred

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

Subcommittee Chair Dennis provided an update earlier in the meeting.

- D. Legal Affairs Subcommittee (S. Brown, Chair, M. Lavoie, Vice-chair, R. Imber, A. Michalowski)

Deferred

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

Subcommittee Chair Lavoie provided a report earlier in the meeting.

- F. Facilities and Security Subcommittee (A. Young, Chair, L. Woodland, Vice-chair, S. Godbout)

Deferred

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

Deferred

- H. Ad Hoc Subcommittees

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

Chair Mills announced that the contract between Superintendent Darryll McCall and the WRSDC has been fully executed, and he thanked members of the ad hoc subcommittee for their work on this contract renewal.

- I. Building Committees

- J. School Council Reports:

Central Tree Middle School (S. Haber), Chocksett Middle School (L. Woodland), Davis Hill Elementary School (K. Mills), Dawson Elementary School (L. Kirshenbaum), Glenwood Elementary School, Houghton Elementary School (M. Ayala), Mayo Elementary School (A. Young), Mountview Middle School (S. Brown), Naquag Elementary School (M. Lavoie), Paxton Center School (K. Ottmar), Thomas Prince School (A. Silva), Wachusett Regional High School (L.

Deferred

- IX. Public Hearing

Heidi Lahey, WREA President, read a prepared statement (attachment 20).

- X. New Business

Deferred

Due to the time, Chair Mills asked if a member would want to make a motion to extend the meeting. No motion was made.

- X. Adjournment

Motion: To adjourn.

(K. Ottmar)
(M. Weeks)

Roll call vote:

In favor:

Kenneth Mills
Christina Smith
Melissa Ayala
Scott Brown
Michael Dennis
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Karl Ottmar
Asima Silva
Megan Weeks
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

The meeting adjourned at 10:59 PM.

Respectfully submitted,

Darryll McCall, Ed.D.
Superintendent of Schools

DM:rlp

Attachments:

- Attachment 1 – Public comment WRHS freshman
- Attachment 2 – Public comment WRHS graduate
- Attachment 3 – Public comment WRHS graduate
- Attachment 4 – Public comment WRHS graduate
- Attachment 5 – Public comment WRHS graduate
- Attachment 6 – Public comment soon-to-be senior
- Attachment 7 – Public comment student
- Attachment 8 – Public comment WRHS graduate
- Attachment 9 – Public comment student
- Attachment 10 – Public comment WRHS graduating senior

- Attachment 11 – Public comment WRHS graduate
- Attachment 12 – Public comment student
- Attachment 13 – Public comment WRHS graduate
- Attachment 14 – WRHS graduate
- Attachment 15 – Chair Mills Opening Remarks
- Attachment 16 – Tiered Draft Reduction Plan
- Attachment 17 – Third Amendment to MOA COVID-19 Closure/WRSD-WREA MOA
- Attachment 18 – 2020-2021 School Year/Furlough Day/WRSD-WREA MOA
- Attachment 19 – SEPAC Concerns
- Attachment 20 – Statement by Heidi Lahey, President, WREA



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Racial Discrimination in the Wachusett district

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Wed, Jun 10, 2020 at 1:25 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

No name at all

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

From:

Date: Fri, Jun 5, 2020 at 8:34 AM

Subject: Racial Discrimination in the Wachusett district

To: questions@wrsd.net <questions@wrsd.net>

As a freshmen, I haven't been at Wachusett long so I haven't experienced much. In middle school, however, I did. Every week the kids at the back of the bus would be saying the n word and making all sorts of disgusting jokes about black people. I was utterly appalled by this behavior but I didn't know what to do because they weren't targeting any particular students; they were just being racist. We can't sit back and say that this is simply middle school boys being middle school boys. Something needs to be done. I suggest more education. I think ignorance often allows people to justify this behavior. If we teach more about white privilege and treat racial discrimination with more serious, clear punishment, I think that could help the problem.

--

Kenneth Mills

Chair,

Wachusett Regional School District Committee

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Lack of Action

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Wed, Jun 10, 2020 at 1:26 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Name and address okay

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

From: **Brady Dow**

Date: Fri, Jun 5, 2020 at 3:53 PM

Subject: Lack of Action

To: Questions@wrsd.net <Questions@wrsd.net>

Brady Dow

[40 Mayflower Circle, Holden MA](#)

This year I graduated from Wachusett Regional High School. During my four years I witnessed many acts of racial aggression inside and outside of the school. When it came to disciplinary action, there was practically none. No assemblies to address videos that had been spread of students saying racial profanities. Nothing.

I found it rather odd that the school admins had yet to send out an email addressing the George Floyd situation and the Black Lives Matter movement. It came to my attention that Darryll McCall sent an email to parents and staff but failed to send the email to students as well. I find this wildly inappropriate. Additionally, no Wachusett admin has come out and sent an email to students who have been actively protesting regarding the situation.

In Darryll's email to parents he mentions how the admins read a book in order to learn how racism effects students in a school environment. I ask you this... should school officials really need a book to teach them how racism effects students at school? It is common human knowledge and should be a requirement in order to administer over a student body.

Wachusett, please be more vocal when it comes to these matters and please take action.

Thank you.



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Racial Issues at Wachusett

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Wed, Jun 10, 2020 at 1:26 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Name okay

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

From: **Tanvi Manjrekar**

Date: Sat, Jun 6, 2020 at 12:02 AM

Subject: Racial Issues at Wachusett

To: <Questions@wrsd.net>

Hello WRSD School Committee Members,

My name is Tanvi Manjrekar and I am a graduating senior this year. Over the past four years at Wachusett, I have noticed there are some things that need to be addressed in regards to race. As one of the few people of color at Wachusett, I feel as if I had experiences that most students have not had and I would like to share one of them in particular.

My freshmen year, I was heading to fourth lunch after my choir class when an administrator approached me and told me that I needed to go to class and that I already had my lunch period during third lunch. However, he mistook me for another student who was a person of color like me. He assumed that my name was the other student's name and did not hear me out when I told him my name was Tanvi and that I belong in fourth lunch. Instead, he assumed that I was lying about my name and my lunch period and accused me of skipping class.

I know there are only a small number of people of color at Wachusett but the fact that this administrator and some of my teachers have constantly mistook me for another person of color just because we have the same color skin tone has made me feel extremely uncomfortable. I truly believe that none of the staff have malicious intent but rather ignorance and unconscious bias.

There are definitely changes that need to be made like educating and diversifying staff, bringing awareness to situations like mine, and catering towards students of color. For example, one of my friends at Shrewsbury High mentioned that every February there is mandatory assembly for the whole school in honor of Black History Month.

Although I enjoyed my time at Wachusett, I truly hope future Mountaineers can have a more diverse and welcoming experience.

Thank you for hearing me out.

Tanvi Manjrekar

--

Kenneth Mills
Chair,
Wachusett Regional School District Committee

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Ignorance in our school districts

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Wed, Jun 10, 2020 at 1:28 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Never got an okay on the name or address. Please note that I redacted parts (crossed out below) I did not read since they talked about other people.

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

From: [REDACTED]
Date: Sun, Jun 7, 2020 at 7:14 PM
Subject: Ignorance in our school districts
To: <questions@wrsd.net>

Sorry for the late email and the previous email. Here is a better formatted version of what I wanted to say.

I just wanted to share a few stories of some encounters with ignorant people in the school. The school district does an amazing job in educating their people on the issues of racism however I feel like there is more that can be done. With only a few students, certain issues small but vital are thrown under the radar.

For example, last year my junior, a girl(who also made racist comments on social media) interrogated me and my friend. She asked why I didn't vape, and weren't friends with all the black boys at school. She assumed that since I was black I ought to be out there and crazy. And that is just not right. A person should get to know me in order to know who I am and not make assumptions based on the color of my skin.

Thank you

--
Kenneth Mills
Chair,



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Wachusett Can Do Better

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Wed, Jun 10, 2020 at 1:29 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

I chose not to read her name or address, but she never told me one way or the other and she is an adult, so i don't know...

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

From: [REDACTED]

Date: Sun, Jun 7, 2020 at 9:04 PM

Subject: Wachusett Can Do Better

To: <questions@wrsd.net>

Name: [REDACTED]

Address: [REDACTED]

I graduated from WRHS in 2018 and have since gone on to college, where I learned how much I sorely missed out on at Wachusett. My education on race, gender, sexuality, and religion was entirely based on elective classes and teachers who chose to include these topics in their curriculum as well as my choice to take these electives. Wachusett's decision to not require core classes to include curriculum on these topics is a huge disadvantage for students going out into the world. I think it would be beneficial to have more core classes including content that helps educate people on things such as race, religion, and other topics that are often passed over in school.

My first teacher who was a person of color was a college professor. I estimate that I had around 43 teachers in my entire Grades 1-12 Wachusett experience and not one of them was a person of color. No substitute teachers that were not white. I can't even recall a teacher that I saw in the hallways that wasn't white. We all know that the high school in particular focuses on giving students a well rounded education. I'm curious as to how only having white men and women teaching students provides a well rounded education?

I won't speak for others, but I hope you understand the volume of racism, sexism, homophobia, and Anti-semitism that goes unpunished and unnoticed by staff at Wachusett. I sincerely hope you take to heart the things that you hear today and ask yourselves what you can do to improve the experience of every student at Wachusett, because there is serious work to be done and future students deserve better.



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Race in Wachusett

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Wed, Jun 10, 2020 at 1:30 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

I guess I did read this kid's name, but not his address. Probably should have asked, but he did include it.

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

From: **Dylan Nguyen**

Date: Sun, Jun 7, 2020 at 9:58 PM

Subject: Race in Wachusett

To: <Questions@wrsd.net>

Hello,

I am Dylan Nguyen and a rising senior. I would like to detail my experience with race at Wachusett as an Vietnamese American and son of Vietnamese refugees.

When I entered first grade, I was labeled as an English Language Learner. Typically, ELL is meant for students who come from multi-lingual homes. However, I came from an English-only home. I was just a shy child. The other peers in my ELL group were either children of refugees or mentally disabled children. I was subjected to five years of extra testing and the knowledge that my teachers were actively judging how I speak and write. While my other Caucasian friends struggled with English during elementary school, they were never subjected to the ELL program.

When I reached fifth grade, I learned what racial slurs were and heard them come out of white students. From middle school till now, there has been only a handful of cases I have seen a student punished for speaking, yelling out, or posting a racial slur. And when they do, they're slapped on the wrist and allowed to go with life without consequences. I have had friends who have been called racial slurs, or have gestures such as eye pulling directed towards them. These cases will never be reported because the administration makes it difficult to see any results from it.

This unbounded racism and ignorance is not genetic, it's taught. WRSD has played a part in this ignorance. In elementary, we're taught that Columbus and Thanksgiving were great things. We are taught that the Civil rights was completely peaceful and was led only by a couple straight black men and that the US government didn't try to harm them. In my entire academic career, I have read only a handful of literature by people of color

in any of my classes. I didn't learn about African and Asian culture in school until AP World and ever so briefly in the 9th grade World History.

Our mostly white suburbia has unfortunately created a world that is severely disconnected to reality. If we do not reform our discrimination policies, and increase diversity in our curriculum, we will continue a perpetual cycle of blind ignorance and hate. If we wish to see equity and kindness in our world, we have to look back our past and understand our mistakes.

Sincerely,
Dylan Nguyen
Rising Senior

--
Kenneth Mills
Chair,
Wachusett Regional School District Committee

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd:

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Wed, Jun 10, 2020 at 1:30 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

No name or address

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

From:

Date: Mon, Jun 8, 2020 at 12:20 AM

Subject:

To: questions@wrsd.net <questions@wrsd.net>

I was 9 years old in elementary school . Some students in my class made fun of me for having braids in my hair and for the fact that I was the only person of color in my class. Being a person who has been part of the Wachusett School District since I was in kindergarten, the bullying and comments have always stuck with me to this day. I had felt very alone and sad and felt like I had no one to talk to. When your so young those memories and moments can really have such a negative impact on a person cause I know it did for me. In high school, going to a big school was overwhelming in its self but going in a big school as a minority was even more overwhelming. I had felt better knowing that I wasn't completely alone like I was in elementary because I wasn't the only black kid anymore and we all could relate to one another. But even with that there was still a good amount of bullying that i had faced and the administration did not go about it well at all. I feel as though the administration needs to do better and stick up for people of color. The people of color need the support of the administration especially the guidance department more than anything. Reason being is because not only do the people of color deal with being the minority at such a huge school, they also have their academics and their sports/ extra curricular activities as well. I'm speaking up cause I don't want the future minorities that are going to go to Wachusett deal with the things I dealt with I don't want my little sister feeling how I felt. The racism and bias in our community needs to be addressed now or never.

--

Kenneth Mills

Chair,

Wachusett Regional School District Committee

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Monday Meeting

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Wed, Jun 10, 2020 at 1:31 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Ok name and address. Perhaps also include the article.

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

From: **Kimberly Union**

Date: Mon, Jun 8, 2020 at 5:10 AM

Subject: Monday Meeting

To: questions@wrsd.net <questions@wrsd.net>

"In order for you to teach your kids the truth about these racist systems, you must first acknowledge that you, and the white students you teach, are all beneficiaries of its oppression.

Lean into discomfort and take the necessary actions to address and dismantle the thoughts that perpetuate these systems. This work is ongoing. It requires a lifelong commitment to introspection, discomfort and accountability, and it will force you to reexamine the world in which you and your white students have safely lived for so long" -Akia Gross, founder of Equitable Schools Inc.

Dear School Committee and Wachusett Community,

Every single choice the school board makes, not just now when it is too large of a force to be ignored, should be informed by diverse opinions. Students must learn about what is happening right now, and how all of American history has led to the necessity of this movement.

During my four years at Wachusett, of the about 16 of my novel length required reading pieces over 4 years of english, only 2 of them were by non-white authors: Raisin in the Sun by Lorraine Hansberry and Beloved by Toni Morrison. And I know students who did not read either. These books both hold strong senses of happening in the past, and were discussed as period pieces. This is not a critique of my teachers, but the whitewashed version of what makes literature "classic" and considered of equal scholarly merit.

Students need a broader worldview, and more works to pull from. There must be a curriculum that attempts to teach about racism in an un-bias way.

Students draw a lot of influence from their teachers. One thing that should be mandatory is anti racism training for all public school teachers and administrators.

The district should have regularly scheduled assemblies or workshops with guest speakers to address issues of racism, whiteness, and other forms of systemic injustice and violence.

I know this last call is not an easy one to make. But to act in solidarity, take police officers out of schools and instead have outside security guards who have gone through anti-racism training.

Most importantly, keep updating yourself and listen to black and diverse voices, for all years to come. Reach out, and stay connected. Do not let one person speak for the district or shape its opinions. This is supposed to be a world ultimately shaped by education, and we cannot tolerate ignorance at any level.

Kimberly Union
86 Brooks Station Rd, Princeton MA

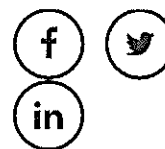
I encourage you to later read the full article I quoted:

Gross, Akiea. "OP-ED:WHITE TEACHERS NEED TO CHECK THEIR RACISM BEFORE TEACHING IT", USC Rossier. <https://rossieronline.usc.edu/youth-and-racism/akiea-gross-op-ed> , 2018.

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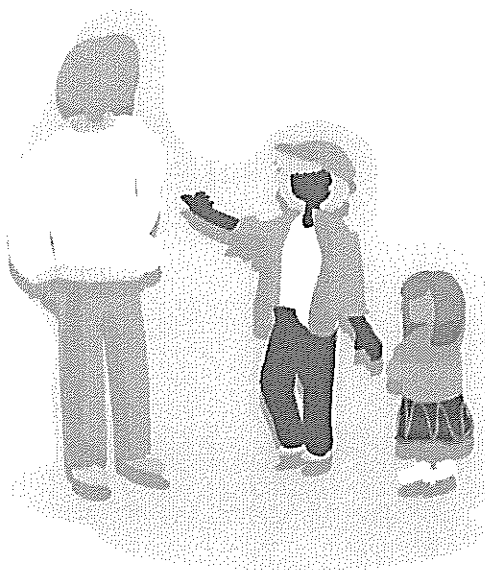
Kenneth Mills
Chair,
Wachusett Regional School District Committee

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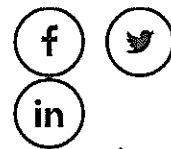
OP-ED: WHITE TEACHERS NEED TO CHECK THEIR RACISM BEFORE TEACHING IT

By Akiea Gross

Akiea Gross is the founder of [Equitable Schools Inc.](#) and [Woke Kindergarten](#) and the visionary behind the initiative, [#BlackTeachersMatter](#)

Let's imagine for a moment that we live in a post-racial America. Our classrooms are staffed with Black and Brown faces. Students, eager to learn, see themselves as reflections of their teachers. You are finally able to relish seeing no color, because racism is an unspoken piece of the past.

Let's snap back to reality. It's 2018, and [Black children are suspended and expelled at rates disproportionate to their white peers.](#) [Black teachers only make up about 7](#)



Resources ▼

In order for you to teach your kids the truth about these racist systems, you must first acknowledge that you, and the white students you teach, are all beneficiaries of its oppression.

As a Black educator and instructional coach who has spent the past 10 years in the public education system, I have witnessed how white teachers and white students benefit from racism while many claim to not be a part of the problem. What is important to understand is that, at the very minimum, their presence is their privilege.

For white teachers of white students, conversations about race and racism live within an invisible cloak of privilege. From my perspective, it seems like many white people have adopted this idea of, "What we refuse to see, isn't there, and if it is there, we simply do not need to discuss it because it doesn't affect us." But racism does affect them, it just affects them differently. How? Because they benefit from it.

They benefit from it by having the opportunity to navigate the halls of intentionally segregated schools in pursuit of a world-class education, or by teaching in a school that has never once questioned their credentials or presence on staff.

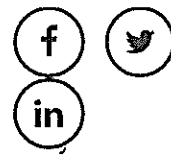
If you benefit in this way, before you can even speak about racism in your classroom, first you need to acknowledge your privilege.

Say aloud, "I benefit from the privileges that racism and prejudice afford me." Have an honest conversation with yourself about all the ways that this holds true. Dismantling racist systems starts by acknowledging, not ignoring, that you are a direct product, reflection and beneficiary of these systems.

The truth is, racism has enabled your life to be what it is thus far. It has protected you, shaped you, uplifted you and convinced you that the positions, wealth and other privileges you hold are because your skills are superior when in actuality, these systems have been very carefully constructed, designed and upheld to control the false narrative that other groups are inferior.

Systems like politics, which have protected you, your families and your students, have simultaneously oppressed Black and Brown families' education, home ownership, health care and job protections.

In order for you to teach your kids the truth about these racist systems, you must first acknowledge that you, and the white students you teach, are all beneficiaries of its oppression.



Resources ▾

reexamine the world in which you and your white students have safely lived for so long.

While white teachers of all students have an obligation to address, disrupt and deconstruct racism in their classrooms, with their colleagues and in their personal lives, it is not possible unless they have addressed, disrupted and deconstructed the racist thoughts, feelings and actions that influence their prejudices and biases.

But how?

Teach history from a critical perspective.

You must be open to criticism in order for your students to understand that criticism is an important aspect of change. We want kids to think critically and to understand that all of history, including how teachers have traditionally taught it, should be questioned. When you normalize criticism, you promote and normalize change.

Reflect your students in your curriculum.

Empathy is a critical tool in unlearning. Expose yourself and your students to other people's stories. Make use of resources like the website, [Great Big Story](#),^[↗] the book, *Teaching for Black Lives*, and other curricular narratives and texts written by authors of different races, religions, genders, sexual orientations and cultures that tell other people's stories.

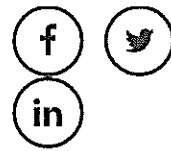
Admit and acknowledge — don't ignore.

If you say or do something egregious, or a student calls you out on something, admit and acknowledge it. And if you find yourself or a colleague or student mistreating another student due to bias, acknowledge it and take actionable steps to make it right.

Encourage advocacy.

If you, your students or colleagues say something racist or prejudiced, address it. Advocates speak up and act; they don't hide behind the safety of hashtags and photo filters.

Practice reflection.



Resources ▾

anti-racist, safe and inclusive culture of learning in your classroom?

Center other people's truths.

If a child, colleague or friend tells you something is their reality, believe them and ask, "How can I support you?" rather than questioning their truths.

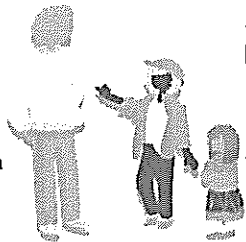
Lean into discomfort.

Don't get upset when someone calls you racist or says you're being prejudiced, especially if it's a colleague or student. Instead, take a moment to reflect and ask that person to elaborate on what it is you did that was racist or prejudiced. There is no room for defensiveness. You must be open to criticism. Teach your students to do the same.





For Black and Brown students, true education is liberation.

For you, your white students, and your colleagues, it is acknowledging that you participate in systems that have detrimental effects on your students and colleagues of color. It is teaching these truths to your white students and their families, to your families, to your colleagues, and to your friends. It is advocating and making space for people of color to be seen and heard. It is listening to and believing in other people's truths without question or doubt. It is being open and receptive to being called racist. And, most importantly, it is acknowledging and understanding that it is you who has to do the anti-racist, decolonizing work within yourself — and then actually doing it — before you can teach anyone else.

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admissions@rossieronline.usc.edu



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Mona Samoda

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Wed, Jun 10, 2020 at 1:31 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Name okay, not address

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

From: **Mona Samoda**

Date: Mon, Jun 8, 2020 at 5:39 AM

Subject: Mona Samoda

To: questions@wrsd.net <questions@wrsd.net>

I was 12 years old when my classmate told me to "go back to where I came from."

I was 16 years old when the dmV license instructor failed me because my own skin color.

I was 17 years old when a student in my class said "look I'm black now" just because she had a "tan".

I was 14, 15, 16 and 17 years old when my classmates used racial slurs.

The racism and bias existing in our community needs to be addressed now or never!

--

Kenneth Mills

Chair,

Wachusett Regional School District Committee

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Addressing Racism at WRHS

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Wed, Jun 10, 2020 at 1:32 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

No name or address. Please note it is in the letter itself.

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

From: [REDACTED]

Date: Mon, Jun 8, 2020 at 7:31 AM

Subject: Addressing Racism at WRHS

To: <questions@wrsd.net>, <darrylmccall@wrsd.net>, <kennethmills@wrsd.net>, William Beando <william_beando@wrsd.net>

Hello Dr. McCall and Members of the School Committee,

My name is [REDACTED], and I am a graduating senior at Wachusett Regional High School. I live at [REDACTED]. It is not my responsibility as an African-American student to be reaching out to you for at least a statement to be released regarding the national problems we are currently facing. The deaths of George Floyd, Breonna Taylor, Ahmaud Arbery, and several others due to police brutality have devastated the black community and initiated efforts across the country. Is it too much to ask Wachusett to send a generic email expressing support and advocating for change for its black community?

While Wachusett may push for strong academics, I would say it has failed us when it comes to addressing discrimination and discussions surrounding race in our own community. Racism exists at Wachusett and I (and others) have even had these experiences both inside and outside the classroom. A majority of this racism stems from ignorance. Non-black students (and sometimes teachers) often do not understand what black people go through every day in part from the curriculum that is lacking black perspective. Why is there only one black teacher in our entire high school that boasts a teacher to student ratio of 1 to 15? Why isn't there someone I feel comfortable speaking to after experiencing a racist act? I've been called the n-word by a non-black student and I have listened to people ignorantly assume things about black people, while always feeling like I'm outnumbered. Do you know how much stress this has put me through? How much discomfort and disappointment I've gone through because I feel like an outsider? This is not okay and Wachusett's silence surrounding the current events has emphasized this sentiment.

Sincerely,



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Race and Wachusett

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Wed, Jun 10, 2020 at 1:33 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Just name, no address

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

From: **Sara Shea** <

Date: Mon, Jun 8, 2020 at 9:31 AM

Subject: Race and Wachusett

To: <questions@wrsd.net>

Dear School Committee,

As the news of George Floyd's death and the resulting protests have been sweeping the nation, I have been examining my own implicit biases and blind spots regarding race in America. While I appreciate the education I received at Wachusett for many reasons — all of my teachers were always enthusiastic and had their students' best interests at heart and my years at Wachusett prepared me well for the academic demands of college — I feel that some of the blind spots I have about race in America are a result of the fact that discussions of race were largely ignored in many classes at Wachusett. Because the majority of the student population at Wachusett is white and white privilege exists in America, the students at Wachusett never have to consider how their race affects their daily lives unless they are directly confronted with information that demonstrates the effect that whiteness has on their lives. In my experience at Wachusett, the closest thing to an examination of race in modern America was learning about the Civil Rights movement in US History 2, but even then, we were never asked to consider how racist policies like redlining continue to have effects today — we simply learned that there were protests in the 1960s and black people earned more rights. While there are some classes at Wachusett in which race, gender, religion, and class are analyzed more thoroughly (such as Other Voices in American Literature, Contemporary American Culture, and Women's Voices), these classes are electives, and thus if students do not wish to engage with this material, they do not have to and thus fail to learn about systemic inequalities that continue to exist in America today. This needs to change, as the only way that equality can be achieved in the future is if everyone does their part to dismantle the systems that exist to perpetuate inequality, and if people do not understand how these systems work or that they exist, then they cannot work toward a brighter future. As such, I ask you to examine the curriculums of the required classes at Wachusett and incorporate deeper analyses of the effects of race, gender, class, and religion in America both throughout America's history and continuing today so that future Wachusett graduates leave Wachusett with the knowledge they need to help make America a more equal and just place.



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Racism

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Wed, Jun 10, 2020 at 1:34 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

yes name, perhaps just town for address

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

From: Gloria Kyenge**Date:** Mon, Jun 8, 2020 at 6:22 PM**Subject:** Racism**To:** <questions@wrsd.net>

Gloria Kyenge

Holden, MA 01520

I was about 6 years old when I was bullied because of my race. I lived in a predominantly white community in Belgium, and there were barely anyone who looked like me in school. I did not have straight hair or pale skin which made me a target to bullies. I was made fun of because of my hair, constantly told that I was not attractive, pushed around countless times,...These things made me feel really isolated and insecure in my identity as a black girl.

I vividly remember this one instance where I was punished by my teacher for something that I had not done. My classmate, who was white, insulted my teacher, saying that she looked like a cow. As I turned to tell him that he could not say such a thing, my teacher assumed that I was the one insulting her. I explained to her the situation, but she would not believe me. None of my classmates came to my defense so I was punished, and my caucasian peer wasn't. At that point it clicked to me that I had no credibility whatsoever in the eyes of my teacher because my skin color blocked her from actually listening to me.

These are just some fragments of my experiences with racism. There have been so many. As a kid, I wished that the adults in my school paid attention to what was going on. No one seemed to care, but it doesn't have to stay that way. As a community we must keep our eyes and ears open to injustice.

The racism and bias existing in our community needs to be addressed now or never.

Your student,



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: School committee meeting testimony

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Wed, Jun 10, 2020 at 1:36 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

Never heard if he wanted his name or not, so I guess not. Note I redacted some of it on air, crossed out below. I sent it to Bill and Darryl too in case it is a Title IX issue.

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

From: [REDACTED] <[REDACTED]>

Date: Mon, Jun 8, 2020 at 6:38 PM

Subject: School committee meeting testimony

To: <questions@wrsd.net>

Hi— I'm emailing in regards to the school committee meeting tonight and i wanted to testify some of the racist incidents (or inappropriate actions by police on campus)that I personally have seen at school over the past 4 years I have attended the school.

There were two students I knew who were very notable in that they constantly, consistently used the "N" word, with a hard R on a daily basis. There were several incidents I myself witnessed during lunch where one of them would occasionally scream the slur at the top of their lungs. During -every- instance of this happening either no discipline was used, or a monitor/administrator would verbally scold the student with no further action.

Often when administrators during lunch were monitoring, they would occasionally follow students into the bathrooms if they appeared to be 'suspicious' re: they 'looked' like they were going into the bathroom to sell drugs, vape, or do other activity which was not allowed. I remember that they would follow the black/latino students in the bathroom to 'check in' SO much more often than white students. Often times they would station the in-building police officer to go and stand in the bathroom for some set period of time (with a gun, mind you, and in both the women and mens cafeteria restrooms) watching the students while they went to the bathroom to make sure no non-allowed activity was occurring.

The oncampus police officer use is a very threatening and unnecessary presence on campus.

The high school literally has the police and fire departments across the street. Get the officer off campus and stop picking on minorities in enforcing school rules.

--
Kenneth Mills
Chair,
Wachusett Regional School District Committee

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Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: Name

1 message

Kenneth Mills <Kenneth_Mills@wrsd.net>

Wed, Jun 10, 2020 at 1:37 AM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>

I never asked her if she wanted her name used or not. Probably a minor though. Think this is the last one.

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

From: <questions@wrsd.net>

Date: Mon, Jun 8, 2020 at 6:57 PM

Subject: I

To: questions@wrsd.net <questions@wrsd.net>

I was 2 when I learned that the peach color we use when coloring was called skin color

I was 7 when I found out that I was "pretty for a black girl"

I was 16 when I got my haircut short and my parents told me that I couldn't wear the hood on my sweatshirt when I was driving because I might be mistaken for a black man and get shot

I was 6 when I began to think that straightening my hair was the only way for it to look pretty

I was 17 when I realized that my curls are beautiful

I was 15, a freshman, when I walked past a group of kids at a football game who said "nigger" as I walked past

I was 10 when I found out that all "my people" eat is fried chicken, cornbread, collard greens, watermelon, and Kool-Aid

I was 11 when I said something to an adult and they told me I must be out of my "cotton picking" mind

I was 12 when I learned that slaves picked cotton

I was 8 when I heard that in 1492 Columbus sailed the ocean blue

I was 11 when I found out that when he got to his destination he pillaged raped and left those he found for dead

I was 14 when I found out that if only black people can say the n word then it's racist

I was 16 when I realized that that argument was stupid

I was 11 when I found out black lives mattered

I was 11 when I found out that all lives mattered

I was 11 when I found out that if I believed in black lives matter then I was racist because how can only black lives matter?

I was 15 when I realized that that argument was stupid

I was 9 when I found out that I was scary or intimidating

I was 16 when a teacher explained to me that it's not a matter if whether or not I am scary or intimidating but rather a matter of who is scared of or intimidated by me

I was 4 when I wanted to bleach my skin so I could be "pretty and white"

I was 17 when I truly and fully realized how beautiful black is

I was 7 when I found out I had to be the sassy friend of the group

I was 8 when I found out that I should be good at braiding hair

I was 3 when people started touching my hair

I was 13 when I started telling them to stop

I was 16 when there became consequences for those who didn't want to listen

I was 17 when I found out that people touching my hair because it "felt" or "looked cool" was racist

I was 9 when people started to tell me how much older I looked

I was 9 when people started to tell me how mature I was for my age

I was 15 when I realized that I was so "mature" for my age because subconsciously I had realized that I didn't have the privilege of having that same childhood innocence and ignorance as my fellow "fair skinned" classmates

I was 12 when someone first asked me for "the pass"

I was 11 when I found out that the fact I lived in a house in the suburbs was shocking

I was 11 when I found out that the fact I live with both my mother and father who aren't divorced was shocking

I was 16 when my uncle told me that my cousin who is 5 came home from school crying because she didn't want to be ugly anymore she wanted to be peach so she could be a princess

I was 17 when my nephew who is 6 had a nightmare about cops shooting at him

I was 16 when I found out what white fragility is

I was 15 when I found out what white privilege is

I was 17 when I found out that our criminal justice system is based on racial oppression

I was 7 when I found out what police brutality is

I was 17 when a girl in my class asked what cross burnings were

I was 17 when she didn't understand why that was offensive

I was 14 when I found out who Jane Elliot was

I have been hearing from white people over the past few days that they are burnt out from all that has been going on in the media regarding the race issues of America. It has been non stop and bad and saddening, and they

don't know what to do, and there's so much happening. I would just like to say that if you're listening to this as a white persona and you feel yourself feeling this same exhaustion, this same disheartening feeling, then cry me a river. There isn't a bone or cell in my body that feels any sympathy or empathy for you. If you're exhausted after two weeks and you're looking for someone to complain to please take it upon yourself to leave people of color, especially black people out of that mess. We are not the same person, and I can understand that we have not lived the same life, nor have we had the same struggles, but being worn out after two weeks of media heavily focusing on one of the most institutionalized prevalent issues in our country, issues that I and many other black people have had to encounter since early childhood, issues that personally I have dealt with for 15 years of my life and will probably have to deal with them till the day I die, your 14 day weariness is frankly pathetic.

Wachusett Regional High School is a school filled with majority racist white students and staff who sit back and let the injustice occur, with the exception of only 3 teachers I know of. When I say racist I don't mean student who are ignorantly micro aggressive, by racist I mean students who engage in covertly racist behaviors that they either know are wrong or are told are wrong and then instead of growing as a person, continue with such behavior that they know is racist. What doesn't help is that students of color don't know what they can do about it, because either they are not taken seriously, the person they tell is uninformed and doesn't know how to hand the situation, or they do tell someone but the situation isn't dealt with correctly so the racist behavior continues. Only on rare occasions do I see a racial injustice happen and the proper measures taken to actually help the situation, and that fact not only scares but also disgusts me as it should you.

As you all know the curriculum has been so bleached out that I'm sad to say that when I finally read a piece of literature by a black author that wasn't about the struggles of black people but just a regular story, I was 17. And up until that point I didn't know that those kinds of stories existed. In my memory I cannot recall one mathematician or scientist of color. I am sure they exist but I have never heard of one. I mean I don't know, maybe they don't. What I'm saying is, is that the curriculum needs changing and inclusion of people of color, different genders, different religions, different backgrounds because if I hear about one more straight white cisgendered male being an important pinnacle of American culture, I am going to lose my mind.

Jane Elliot in my opinion is an amazing woman and if you don't know who she is when you go home later you should research her. See the experiments she does in order to make the privileged get a sliver of a taste of what it is like to be a racially oppressed person. Her tactics by many have been labeled as "harsh" or as "bullying" but I'm glad that she does the things she does the way she does them because the hatred doesn't stop when you get tired, the hatred stops when the system is changed or you die, whichever comes first.

I would like to leave everyone hearing this with the clarification that I do not apologize for my aggressive tone. I have sat complacent for too many years and stayed quiet on too many issues to beat around the bush and fill my open letter with euphemisms to appease you.

--

Kenneth Mills
Chair,
Wachusett Regional School District Committee

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Tonight is my final chair's opening remarks as I am term-limited from continuing as chair role after four years, so I hope you can indulge me for a bit.

First, I want thank those who have served on this committee and are not on the ballot for re-election. (Although there are many empty seats and we know where you live to write you in!) Scott Brown, Mike Dennis, Amy Michalowski, Steve Godbout, and Melissa Ayala have served this committee with distinction and spent many hours volunteering their time for the good of our community. I'd also to thank our senior student rep Rianna and wish her the best at RPI. Thank you all.

We have accomplished a lot over the past few years. Highlights include tuition-free full day kindergarten, occupying the new Mountview and a new turf field, and a budget détente with the towns that led to avoiding 1/12th budgets the past three years. (Unfortunately, we and the whole state will find ourselves in 1/12th this year.) We saw progress in social and emotional learning, with new programs like BRYT at the high school and the addition of middle school counselors. These gains were driven by a strategic plan created by many community stakeholders, and strategy informed plans for staffing, technology, PD and textbooks. And, our district and our local advocates and legislators led the way in pushing for foundation budget and funding reform, which resulted in the Student Opportunity Act that held such promise.

That said, this year has been rough. It started with the EEE threat, which changed the nature of our fall semester and feels like about a 100 years ago. I bet some of you have forgotten!

Then, in March our lives were upended with COVID-19. Some in our community have lost their lives, including Detective Songy who we all mourned last week. Others have lost their jobs, have lost time with family, have lost their sense of community, and potentially have lost some degree of hope that we can return to normal.

At the same time, recent events have reminded us that the old normal was also one defined for many by racial inequality, discrimination, and injustice. I appreciate the superintendent's call to action he sent to families last week and our students' voices tonight. As a district we have to do more to recognize how implicit bias and racial inequities affect equal access to education, and how existing structures and curricula may need to change to provide that access to all. We have to do more to teach our students that black lives matter, that those in a position of privilege have a moral obligation to recognize their privilege and do the hard work to promote equal opportunity. We need to send our students and ourselves on a path to words and action, not just to words. At the same time, we also need to help our students discern how to best use the power of their words in ways that spread love and not hate. There is a lot we can do better as a district, and the future of our communities depends on it.

We also end our year, and my last meeting as chair, with one of the hardest meetings we've ever had. We face a statutory deadline of June 15 for administration to deliver pink slips to non-professional teaching staff who we may not be able to retain. The commonwealth faces a potential \$6 billion deficit next year, and that pain will be passed to towns and municipalities, including regional school districts. If we don't see federal support, we may be losing everything we've gained, and then some, up to 10% of

our staff, in a time where our kids have more needs than ever, needs to make up what they missed this year, social and emotional needs from the traumas of this year, and missed education services for our most needy students.

We also end our year with no real idea of what the future will bring. The district has formed a planning committee with a variety of stakeholders, but it is hard to build a budget when we don't even know what we are doing next year. Is it in school, remote, a hybrid? The virus, and our actions to suppress it, are in charge of the timeline. We must plan for all contingencies, and that is not an easy thing to do.

We also mourn the things that might appear trivial to some facing life or death situations in our world, but every loss has a right to be mourned by those who have experienced it. Our high school seniors lost prom, lost spring sports, plays, recitals, and a traditional graduation. Their futures are also more uncertain than in recent memory, as who knows what colleges or employers will do in the fall? Our elementary school and middle school graduates left their schools without a walk-through and without a ceremony. They didn't get to tour their schools for next year, and, if they start on campus, will do so without much of an in person orientation. Their parents missed these events. Next year's juniors potentially will have it the worst. Our graduating seniors did get most of their senior year. Our juniors most likely will not. We need to be sure we treat them as specially as we did this year's graduates, because they have a tough road ahead, including a summer with no traditional college tours.

So, yeah. Not an inspiring final chair's remark. However, this is our time to decide how we emerge from crisis. There was much we

took for granted, even just being in community with our neighbors and loved ones. Hopefully we emerge from this experience with a new appreciation of these values. Perhaps with this time for additional reflection, we can emerge better willing and able to help our students discern how they can make a life that will bring good, justice, and value to the world. Perhaps we emerge with a newfound commitment to walking with the excluded, and turning good words into good actions. Perhaps we realize that our mission as a district is to journey with our youth and use their energy and passions to fuel our own. Perhaps we have a newfound commitment to caring for our common home, and realize that without a focus on environmental sustainability, that the next pandemic, or war for food and water, or species extinction is all but guaranteed. As a committee, I hope we move forward with a newly invigorated hermeneutic of generosity, a trust that our colleagues each have the best will in their hearts regardless of whether we agree with their positions, until they prove to us otherwise.

So, with that said, thank you. I will now turn to ...

Attachment 16

To: Business/Finance Subcommittee, WRSDC

06/04/20

From: Darryll McCall, Superintendent

This document represents a revised version of a draft reduction plan that was shared with the WRSDC on May 26th. We have updated the tiered model based upon further discussions with principals and Central Office administration. This includes an increase for the total amount in Tier 1 so as to provide the least number of possible staff reductions in later Tiers.

Tier 1

Tier 1 consists of reductions associated with items that were part of the original FY21 budget as well as carry forward funds to assist in the offset of anticipated deficits. The total amount for Tier 1 is almost \$3,000,000.

1/12th Budget Reduction Goal	- \$4,279,179
------------------------------	---------------

Tier 1

	Reductions	Savings
	FY21 Textbook Reduction	\$400,000
	FY21 Operations & Maintenance	\$70,000
	FY 21 Pupil Services	\$1,517
	FY21 New Positions and Benefits	\$650,000
	E&D to Supplement FY21	\$450,000
Tier 1	School Choice Carry Forward to Supplement FY21	\$200,000
	Circuit Breaker Carry Forward to Supplement FY21	\$500,000
	Contracted Services	\$100,000
	Transportation Stabilization Transfer	\$489,390
	Summer School Running Remotely	\$75,000
	Tier 1 Budget Reduction Total	\$2,935,907

1/12th Budget Reduction Goal	- \$4,279,179
Tier 1 Reductions	\$2,935,907
Remaining Reductions to Meet 1/12th Budget Goal	- \$1,343,272

Tier 2

Tier 2 consists of reductions associated with staff at all levels. These reductions were made in conjunction with building and Central Office administration. The total amount for Tier 2 is almost \$1.7 million.

Tier 2 Reductions

	Prek-8 Reductions	Savings	HS Reductions	Savings	CO Reductions	Savings
Tier 2	11.4 Teachers	\$766,781	4 Teachers	\$239,871	1.5 Admin	\$155,994
	17.0 Paraprof.	\$480,000	2 Paraprof.	\$60,000	1 Clerical	\$48,000
	0.5 Custodian	\$22,500	1 Custodian	\$56,631		
	0.5 Clerical	\$15,000	1 Clerical	\$45,710		
	MS Athletics	\$62,874				
	0.5 Asst. Princ.	\$64,003				
	0.9 SLPA	\$33,754				
	PK-8 Total	\$1,444,912	HS Total	\$402,212	CO Total	\$203,994
	PK-8 Budget Reduction*	\$1,122,195	HS Budget Reduction*	\$366,975	CO Budget Reduction*	\$151,996
	Total FY21 Budget Reduction Grand Total					\$1,641,166
	*Taking unemployment costs into account					

Pre-K through 5 Reductions

	Prek-5 Reductions	Teacher	Teacher SPED	Para	ABA	Other
Tier 2	ECC	0	0	5	0	0
	Naquag	1	0	3	0	.5
	Davis Hill	1	0	0	0	0
	Dawson	1	0	1	0	0
	Mayo	1	0	1	0	0
	Glenwood	1	0	2	0	0
	Houghton	1	0	1	0	.4
	Total Reduction	6.0	0	13.0	0	0.9

K-8 & Middle School Reductions

	Middle & k-8 Reductions	Teacher	Teacher SPED	Para	ABA	Other
Tier 2	Chocksett	0	0	0	0	1
	Mountview	1	.6	2	0	0
	Paxton Center	1	0	1	0	0
	Thomas Prince	1	0	0	0	.5
	Central Tree	0	1	1	0	0
	Total Reduction*	3.8	1.6	4.0	0	1.5
*Note: A reduction of 0.8 Strings is included in total						

High School Reductions

	High School Reductions	Teacher	Teacher SPED	Para	ABA	Other
Tier 2	WRHS	3	1	2	0	2
	Total Reduction	3.0	1.0	2.0	0	2.0

Total Pre-k through 12 Reductions

	District Reductions	Teacher	Teacher SPED	Para	ABA	Other
Tier 2	Total Reduction	12.8	2.6	19	0	4.4

1/12th Budget Reduction Goal	-\$4,279,179
Tier 1 Reductions	\$2,935,907
Tier 2 Reductions	\$1,641,166
Amount Above Reduction Goal	\$297,894

Further reductions

Based upon discussions with state and local representatives, we have also developed a contingency budget reduction that goes below a 0% budget increase.

Tier 1 Reductions	\$2,935,907
Tier 2 Reductions	\$1,641,166
Running Total of Reductions	\$4,577,073

Tier 3

Tier 3 consists of further reductions to various budget lines including Special Education Tuitions, Instructional Support and also Operations and Maintenance.

document

Tier 3 Reductions

	Reductions	Savings
Tier 3	SPED Tuitions	\$200,000
	Instructional Support	\$25,000
	Operations and Maintenance	\$50,406
	Tier 4 Budget Reduction Total	\$275,406

Tier 3 Reductions	\$275,406
Running Total of Reductions	\$4,852,479

Tier 4

Tier 4, on the next page, consists of further reductions to staffing throughout schools and Central Office. Again, these reductions were discussed at length with all building principals and Central Office staff. Of note, Tier 4 includes the reduction of foreign language in all of the middle schools as well as the reductions of athletics/clubs/musicals at the high school. The total Tier 4 reduction is a little over \$3 million.

Tier 4 Reductions

	Prek-8 Reductions	Savings	HS Reductions	Savings	CO Reductions	Savings
Tier 4	20.7 Teachers	\$1,632,646	9.4 Teachers	\$685,702	2.0 Admin	\$240,000
	11.0 Paraprof.	\$330,000	1.0 SRO	\$50,000	2 Clerical	\$116,900
	7.0 Custodian	\$312,500	HS Clubs and Musical	\$66,797	1.0 Tech. Assistant	\$45,000
	1.0 Secretary	\$35,633	HS Athletics	\$304,000		
	3.0 SLPA	\$92,424				
	4.0 ABA-PA	\$188,000				
	PK-8 Total	\$2,591,203	HS Total	\$1,106,499	CO Total	\$401,900
	PK-8 Budget Reduction*	\$1,802,288	HS Budget Reduction*	\$974,256	CO Budget Reduction*	\$282,933
	Total FY21 Budget Reduction Grand Total					\$3,059,477
*Taking unemployment costs into account						

Pre-K through 5 Reductions

	Prek-5 Reductions	Teacher	Teacher SPED	Para	ABA	Other
Tier 4	ECC	0	0	0	4	.5
	Naquag	1	0	2	0	0
	Davis Hill	2	0	0	0	.5
	Dawson	2	0	1	0	.5
	Mayo	2	0	0	0	1
	Glenwood	1	0	4	0	1
	Houghton	0	1	2	0	.5
	Total Reduction	8.0	1.0	9.0	4.0	4.0

K-8 & Middle School Reductions

	Middle & k-8 Reductions	Teacher	Teacher SPED	Para	ABA	Other
Tier 4	Chocksett	2	0	0	0	.5
	Mountview	3	0	0	0	1.5
	Paxton Center	1	0	0	0	1.8
	Thomas Prince	1.5	0	0	0	1.2
	Central Tree	3	0	2	0	2
	Total Reduction	10.5	0	2.0	0	7.0

High School Reductions

	High School Reductions	Teacher	Teacher SPED	Para	ABA	Other
Tier 4	WRHS	9.4	0	0	0	1
	Total Reduction	9.4	0	0	0	1.0

Total Pre-k through 12 Reductions

	District Reductions	Teacher	Teacher SPED	Para	ABA	Other
Tier 4	Total Reduction	27.9	1.0	11.0	4.0	12.0

Tier 4 Reductions	\$3,059,477
Running Total of Reductions	\$7,911,956

Tier 5

Tier 5 reductions include further staffing cuts to all areas.

Tier 5 Reductions

	Prek-8 Reductions	Savings	HS Reductions	Savings	CO Reductions	Savings
Tier 5	11.2 Teachers	\$832,500	8 Teachers	\$600,000	3.0 Admin	\$345,067
	12.0 Paraprof.	\$360,000	4 Paraprof.	\$120,000	1.0 Admin. Assistant	\$42,000
	9.0 Asst. Princip.	\$900,000	2 Custodian	\$90,000	1 Maint.	\$80,000
	0.5 Secretary	\$22,500	2 Secretary	\$90,000	1 Technology	\$45,000
			2 Asst. Princip.	\$200,000		
	PK-8 Total	\$2,115,000	HS Total	\$1,100,000	CO Total	\$512,067
	PK-8 Budget Reduction*	\$1,432,500	HS Budget Reduction*	\$733,333	CO Budget Reduction*	\$341,378
	Total FY21 Budget Reduction Grand Total					\$2,507,211
	*Taking unemployment costs into account					

Tier 5 Reductions	\$2,507,211
Running Total of Reductions	\$10,419,167

Pre-K through 5 Reductions

	Prek-5 Reductions	Teacher	Teacher SPED	Para	ABA	Other
Tier 5	ECC	0	0	1	0	0
	Naquag	1	0	1	0	0
	Davis Hill	1	0	1	0	1
	Dawson	1	0	1	0	1
	Mayo	1	0	1	0	1
	Glenwood	1	0	1	0	1
	Houghton	1	0	1	0	1
	Total Reduction	6.0	0	7.0	0	5.0

K-8 & Middle School Reductions

	Middle & k-8 Reductions	Teacher	Teacher SPED	Para	ABA	Other
Tier 5	Chocksett	1.6	0	1	0	1
	Mountview	1	0	1	0	1
	Paxton Center	.6	0	1	0	1.5
	Thomas Prince	1	0	1	0	1
	Central Tree	1	0	1	0	1
	Total Reduction	5.2	0	5.0	0	5.5

High School Reductions

	High School Reductions	Teacher	Teacher SPED	Para	ABA	Other
Tier 5	WRHS	7	1	4	0	2
	Total Reduction	7.0	1.0	4.0	0	2.0

Total Pre-k through 12 Reductions:

	District Reductions	Teacher	Teacher SPED	Para	ABA	Other
Tier 5	Total Reduction	18.2	1.0	16	0	10.7

Total Pre-k through 12 Reductions: Tiers 1 through 5

	<i>District Reductions</i>	<i>Teacher</i>	<i>Teacher SPED</i>	<i>Para</i>	<i>ABA</i>	<i>Other</i>
<i>Tiers 1-5</i>	<i>Total Reduction</i>	58.9	4.6	46	4.0	27.1

Total reduction of staff: 140.6 FTE's

Total reduction amount: \$10,419,167

Other possible areas of mitigation:

Increased athletic fees:

Athletic fees have not been increased in the District in many years. If we were to increase the amount for an individual sport by \$50 at the high school, we would realize an additional **\$45,000**.

Parking:

Allow both seniors and juniors to drive and park at the high school. The parking fee would not increase for FY21 but we would allow juniors to drive to school and park. In terms of social distancing and busing next fall, this may also help to alleviate some transportation issues. The District has permitted this in the recent past. We could realize an additional **\$30,000**.

COLA and Step/Lane freeze:

If all employees in the District were to remain at their current FY20 salary, the District would realize a savings of approximately **\$1.8 million**.

Furlough Day:

If agreed upon by both the WREA and the WRSDC, the furlough day reduction will save the District **\$235,000**. This is currently slated to be voted upon at the next School Committee meeting.

**Wachusett Regional School District
and the
Wachusett Regional Education Association, Inc.**

Third Amendment to Memorandum of Agreement COVID-19 Closure

Evaluation:

All PTS (Professional Teacher Status) members will receive the same ratings for 2019/20 as they received for 2018/19. Members in year one of a two year plan are able to modify their goals for the second year due to closure. Any PTS member with Needs Improvement or Unsatisfactory is paused and the timeline will resume when schools reopen.

Non-PTS (non-Professional Teacher Status) staff (on 1 year directed growth plans) will be rated based on the rating from midyear formative assessment evaluation and will have a new one year directed growth plan start when school reopens.

Stipends:

Stipends for WREA members will have either full or partially prorated payments as per spreadsheet (Attachment 1), with a 10% payment to spring sport coaches.

Sick Time/Personal Time:

As of May 1, 2020, members who are sick and/or out on approved LOAs will have their sick days deducted as they typically would during a regular school year.

High School Sub Coverage:

Educators at the high school and middle schools may provide coverage for an extended absence of a staff member of more than one (1) week by section for 1/5th of 1/900th per section, per day, not to exceed 1/900th per day.

The items described above are one-time, non-precedent setting agreements.

Dated this 10th day of June 2020.

Darryll McCall, Ed.D.
Superintendent of Schools
Wachusett Regional School District

Heidi Lahey
President
Wachusett Regional Education Association, Inc.

Attachment 1

Stipend	First Payment	Second Payment	Comments
Student Council Advisor-CTMS	\$276.06	\$ 198.81	2nd payment prorated
Bus Duty-MTVW	\$400.00	\$ 297.78	2nd payment prorated
Student Council Advisor-MTVW	\$400.59	\$ 298.22	2nd payment prorated
Student Council Advisor-PCS	\$267.06	\$ 198.81	2nd payment prorated
Drama Club Advisor-TPS	\$250.00	\$ 186.11	2nd payment prorated
Band Director-WRHS	\$2,670.60	\$ 1,988.11	2nd payment prorated
Freshman Class Advisor-WRHS	\$166.91	\$ 122.27	2nd payment prorated
Sophomore Class Advisor-WRHS	\$166.91	\$ 122.27	2nd payment prorated
Junior Class Advisor-WRHS	\$333.83	\$ 248.52	2nd payment prorated
Junior Class Advisor (Split)-WRHS	\$166.91	\$ 122.27	2nd payment prorated
Student Council Advisor-WRHS	\$667.65	\$ 497.03	2nd payment prorated
Echo Advisor-WRHS	\$1,602.36	\$ 1,192.87	2nd payment prorated
Echo Graphics Advisor-WRHS	\$934.71	\$ 695.84	2nd payment prorated
Choral Director-WRHS	\$2,136.48	\$ 1,590.49	2nd payment prorated
Orchestra Director-WRHS	\$2,136.48	\$ 1,590.49	2nd payment prorated
Mock Trial-WRHS	\$667.65	\$ 497.03	2nd payment prorated
Model UN-WRHS	\$667.65	\$ 497.03	2nd payment prorated
Spring Musical-Director-WRHS	NA	\$ 2,136.48	50% of stipend
Spring Musical-Music Dir.-WRHS	NA	\$ 2,136.48	50% of stipend
Spring Musical-Producer-WRHS	NA	\$ 801.18	50% of stipend
Spring Musical-Tech. Dir.-WRHS	NA	\$ 1,000.00	50% of stipend
Spring Musical-Choreog.-WRHS	NA	\$ 1,335.30	50% of stipend
Spring Musical-Costume-WRHS	NA	\$ 213.64	50% of stipend
Spring Musical-Musicians-WRHS	NA	\$ 100.00	Flat rate to cover practice time
HS Cafeteria Coverage-WRHS	NA	NA	Paid through 4/17/2020. No additional pay.
Spring Sports	NA	NA	10% of salary-preseason prep

**Wachusett Regional School District
and the
Wachusett Regional Education Association, Inc.**

2020-2021 School Year/Furlough Day

In the event that the FY21 budget adopted by the five Member Towns is less than \$99,518,867, the WREA agrees to the following:

- 1 For the 2020-2021 school year, bargaining unit members will work 182 days. There will be one less professional development day for the school year 2020-2021. The one (1) remaining professional development day for the 2020-2021 school year will be what has been known as the “May PD Day” with content consistent with what has generally happened on the “May PD Day”. The District will continue to offer no-cost PD to members equal to the 6 hours that the furlough day would have provided.
- 2 The annual salary for 2020-2021 shall be reduced by 1/183rd and payable in equal installments consistent with Article 21 of the in-force agreement.
- 3 This agreement is on a no precedent basis and is based upon the financial impact on the District resulting from the COVID-19 pandemic.

Dated this 10th day of June 2020.

Darryll McCall, Ed.D.
Superintendent of Schools
Wachusett Regional School District

Heidi Lahey
President
Wachusett Regional Education Association, Inc.



Rebecca Petersen <rebecca_petersen@wrsd.net>

Fwd: SEPAC Concerns (from 6/8 meeting)

1 message

Kenneth Mills <kenneth_mills@wrsd.net>

Thu, Jun 11, 2020 at 10:29 PM

To: Rebecca Petersen <rebecca_petersen@wrsd.net>, Maleah Gustafson <maleah_gustafson@wrsd.net>

Should we include these in the minutes Maleah?

Sent from my iPad

Begin forwarded message:

From: Maleah Gustafson <maleah_gustafson@wrsd.net>

Date: June 11, 2020 at 10:08:51 PM EDT

To: Kenneth Mills <Kenneth_Mills@wrsd.net>

Subject: SEPAC Concerns (from 6/8 meeting)

Hi, Ken.

Apologies for the delay. Here are the SEPAC concerns they asked me to share with the committee (I copied & pasted from their email) after their discussion last week. I consolidated consolidated into essentially the statements with an asterisk at the meeting due to time:

*Concerned that remote learning has not been successful and engaging for our families. Can be seen by over 20% families not wanting to participate in remote summer services.

*Concerned district is not prepared for in person or hybrid summer school services which DESE had told them to prepare for and has now allowed (new today included in home services from school district)

*Concerned about the district's decision to only offer 1/3 of services for the summer. Should be providing more for those students and families who want it, not just lower it for everybody since some are struggling with current amount.

Perhaps live lessons would be more successful than just using web programs that practice general skills.

IEP goals were not addressed during this time off, so progress reports can't be done or would be assessing parents not teachers.

~Maleah

Maleah Gustafson
WRSD Committee
Holden

Good evening. Heidi Lahey, 166 Bullard Street Holden, outgoing President of Wachusett Regional Education Association.

I am here tonight to address comments made at the June 4th Business & Finance meeting in regards to the district's financial projections and the "disappointing" response from the eight employee unions in terms of concessions to address the crisis.

In Wachusett, most often the word "unions" plural is code for one union-WREA. Wachusett has 8 unions total. The educators are 55% of the 970 unionized employees. We are aware that decisions that WREA makes on behalf of our members impact all of the other unionized employees. On the cheapest plan, the proposed change in the health insurance split would have raised the increase in employee premiums annually from \$129 to \$398 on an individual plan, and from \$341 to \$1055 on a family plan. That number is only the increase, not the premium total. A starting paraeducator in Wachusett earns \$16,204 year. A paraprofessional with 20 years experience and longevity earns \$22,710 year. Cafeteria workers doing 4 hr days earn \$9,231 a year, while the highest paid earn \$18,150 a year.

Salary concessions made by WREA would have increased the pressure on the other bargaining units to agree to similar cuts...further eroding their already inadequate salaries. We stand arm in arm with our sisters and brothers who are all essential school workers.

Have you forgotten that we have almost the lowest per pupil funding in the state? That translates into people working harder in Wachusett year in and year out. Do more with less has been a refrain for decades now in public education- and it has certainly been true here.

Educators are givers. We dedicate much of our lives and our emotional energy to our students. We spend personal resources to enrich the learning environments and we buy materials the district does not provide. We live in

the communities, pay taxes and support local businesses. We volunteer in many capacities and in many different organizations.

The funding crisis is NOT up to employees to solve. Without full funding, WE (staff and students) will be feeling the loss of \$400,00 in textbooks, \$70,000 in operations and maintenance, and the loss of 26 new hires intended to improve student support and reduce class sizes. Without full funding, WE will be trying to overcome all of the losses in resources AND the effects of remote learning AND the trauma of the pandemic, as we cope with whatever social distancing looks like in schools. This is a national catastrophe that requires massive governmental investment. Combined concessions, while devastating to the personal finances of individual employees, would not be enough to prevent the coming disaster or save the jobs of our colleagues.

WE will not be complicit in even suggesting that schools can safely reopen in fall and educate children under these financial constraints. WE are not going to perpetuate the myth that persists in the towns that schools have enough resources to do the job and we can give money back. We intend to FIGHT for the funding that is going to be needed because we know we are essential workers who hold the keys to reopening the economy for working parents. Children and families need and deserve fully funded public schools.