The School Committee will hold a regular meeting:
on: Thursday, October 19, 2017
at: 6:00 p.m. - Executive Session
7:00 p.m. – Regular Session
in: Esther Howland South Chamber, City Hall

<table>
<thead>
<tr>
<th>ORDER OF BUSINESS</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. CALL TO ORDER</strong></td>
<td></td>
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<tr>
<td>INVOCATION – Reverend Clyde Talley Belmont AME Zion Church</td>
<td></td>
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<tr>
<td>PLEDGE OF ALLEGIANCE</td>
<td></td>
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<tr>
<td>NATIONAL ANTHEM - Ashley Davila Worcester Technical High School</td>
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<tr>
<td><strong>II. ROLL CALL</strong></td>
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<tr>
<td><strong>III. APPROVAL OF RECORDS</strong></td>
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<tr>
<td>aor #7-23 - Clerk (September 27, 2017)</td>
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</tr>
<tr>
<td>To consider approval of the Minutes of the School Committee Meeting of Thursday, October 5, 2017.</td>
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<tr>
<td><strong>IV. MOTION FOR RECONSIDERATION – NONE</strong></td>
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</tbody>
</table>

The Worcester Public Schools is an Equal Opportunity/Affirmative Action Employer/Educational Institution and does not discriminate regardless of race, color, gender, age, religion, national origin, gender identity, marital status, sexual orientation, disability or homelessness. The Worcester Public Schools provides equal access to employment and the full range of general, occupational and vocational education programs. For more information relating to Equal Opportunity/Affirmative Action contact the Human Resource Manager, 20 Irving Street, Worcester, MA 01609, 508-799-3020.
V. IMMEDIATE ACTION

gb #7-324.1 - Administration/Administration
(October 10, 2017)

To present the following awards from the Massachusetts Association of School Committees:

Mayor Joseph M. Petty 2017 All-State School Committee, Division IX
Edward M. Augustus Friend of Public Education
Timothy P. Murray Community Leader
John Roche Community Partner

gb #7-341 - Administration
(October 9, 2017)

To consider input from the School Committee’s student representatives.

VI. REPORT OF THE SUPERINTENDENT

ROS #7-15 - Administration
(October 11, 2017)

PROFESSIONAL SCHOOL NURSING PRACTICE IN THE 21ST CENTURY

VII. COMMUNICATIONS AND PETITIONS - NONE

VIII. REPORTS OF THE STANDING COMMITTEES - NONE

The Standing Committee on Governance and Employee Issues met at 12:00 p.m. on Tuesday, October 17, 2017 in Room 410 at the Durkin Administration Building.
IX. PERSONNEL

7-22 The Superintendent has APPROVED the APPOINTMENT of the persons named below:


Davis, Amy, Teacher, Special Education, Roosevelt, MA, Step 5, $63,156*, effective October 2, 2017 Waiver: Moderate Disabilities Prek-8.

Hummel, Kati-Jane, Teacher, Music, Tatnuck Magnet, .6 FTE, BA, Step 1, $45,970*, effective September 22, 2017. Licensed: Music – all levels.


7-23 The Superintendent has APPROVED the RETIREMENT of the following persons named below:

Bondar, Margaret, Principal, Lake View, effective September 2, 2017.

Cole, Deborah, Teacher, Music, Burncoat High, effective September 8, 2017.

Perez, Betty Ann, Teacher, Music, Burncoat Middle, effective September 11, 2017.


Harris, Denise, Teacher, Guidance, South, effective October 6, 2017.


7-24 The Superintendent has ACCEPTED the RESIGNATION of the persons named below:

Fernandez, Anna, Teacher, English as a Second Language, Belmont, effective September 1, 2017.

Kundhardt, Elizabeth, Teacher, Elementary, Lincoln Street, effective September 1, 2017.
PERSONNEL (continued)

7-24 (continued)
Hayes, Denise, Special Education Evaluation Team Chairperson, Systemwide, effective September 8, 2017.
McMullen, Jacqueline, Teacher, Elementary, Quinsigamond, effective September 29, 2017.
O’Connell, Meggan, Teacher, Mathematics, Gerald Creamer Center, effective September 29, 2017.
Maxfield, Cheri, Teacher, Special Education, Elm Park, effective October 2, 2017

7-25 The Superintendent has APPROVED the LEAVE OF ABSENCE of the persons named below:

Parker, Heather, Teacher, Guidance, Claremont Academy, effective September 25, 2017-June 30, 2018

*prorated
X. GENERAL BUSINESS

**gb #5-244.1** - Administration/Mr. O’Connell  
(October 4, 2017)

Response of the Administration to the request that sufficient funding be included in the Budget for the Capstone Program.

**gb #6-13.1** - Administration/Mr. O’Connell/Mr. Monfredo/ Miss Biancheria/Ms. Colorio/Miss McCullough  
(October 11, 2017)

Response of the Administration to the request to provide a report as to the success of the School Wraparound Program in meeting varied and extensive needs of students at Sullivan Middle School, Woodland Academy, Chandler Elementary Community School, Chandler Magnet School, Union Hill School, the University Park Campus School and the Burncoat Preparatory Academy.

**gb #6-174.1** - Administration/Miss Biancheria/Mr. Monfredo  
(October 11, 2017)

Response to the Administration to the request to enhance its partnership with the Quest Center at Quinsigamond Community College in an effort to involve our students in the course offerings regarding manufacturing for the 21st Century.

**gb #6-302.1** - Administration/Mr. O’Connell/Mr. Monfredo/ Ms. Colorio/Miss McCullough/Miss Biancheria  
(October 4, 2017)

Response of the Administration to the request to provide a report on the "Seeds to STEM" program being developed by Worcester Polytechnic Institute for prekindergarten children of Worcester.

**gb #6-389.1** - Administration/Miss Biancheria/Ms. Colorio/ Mr. Monfredo  
(October 11, 2017)

Response of the Administration to provide a report on ways in which it will improve the manufacturing options for students.
GENERAL BUSINESS (continued)  

**gb #7-133.1** - Administration/Ms. Colorio/Mr. Foley/  
Mr. O’Connell/Mr. Monfredo/Miss Biancheria  
(October 11, 2017)

Response of the Administration to the request to provide an update on Federal Programs, Grants and policy changes which will include but not be limited to, a repeal of the Teacher Preparation Regulations.

**gb #7-148.4** - Administration/Mr. O’Connell/Miss Biancheria  
(October 4, 2017)

Responses of the Administration to the following motions:

- to provide the Operational Services Division (OSD) figure - 500132-92000 Tuition Account  
- to provide more detail on Section B. Education Division Supplies, especially for English Language Learners - 500-92204 - Instructional Materials Account  
- to provide a report on the chart relative to the addition of 5 positions to the Table of Organization for Administrators between the 2016-17 and 2017-18 Budgets - 500-91110 – Administration Salaries  
- to provide interim reports regarding the Environmental Management Systems -500152-92000 – Facilities Department Non-Salary

**gb #7-167.1** - Administration/ Mayor Petty/Mr. Foley/Mr. O’Connell/  
Ms. Colorio/Mr. Monfredo  
(October 11, 2017)

Response of the Administration to the request to consider approval of a Comprehensive Plan for Materials that may contain PCBs at Burncoat High School and Doherty Memorial High School.

**gb # 7-318.1** - Administration/Mr. O’Connell/Mr. Monfredo/  
Miss Biancheria/Ms. Colorio  
(October 10, 2017)

To discuss the resolutions which will be debated at the 2017 Annual Meeting of the Massachusetts Association of School Committees.
GENERAL BUSINESS (continued)

**gb #7-342** - Administration  
(September 29, 2017)

To review the status of the FY18 Budget and make appropriate transfers as required.

**gb #7-343** - Administration  
(October 2, 2017)

To consider an update to the Building Use Fee Schedule for the rental of space within the Worcester Public Schools.

**gb #7-344** - Administration  
(October 2, 2017)

To consider approval of the following donations:

- $1,000 to Quinsigamond School from Adopt a Classroom.

- To Tatnuck Magnet School from the following individuals:  
  - $40.00 from Mary Jo & Robert Baniukiewicz  
  - $40.00 from Michele M. Consiglio  
  - $40.00 from Janice & John Engdahl  
  - $40.00 from Joan & Paul Lacava  
  - $80.00 from Joseph & Mary McClusky  
  - $40.00 from Mary E. McKiernan  
  - $40.00 from Philip & Judith Niddrie  
  - $40.00 from Matthew & Karen St. Thomas  
  - $80.00 from Kim & Steven Teixiera  
  - $40.00 from Eric & Suzanne Waldron  
  - $10.00 from Andrew & Kristine Whittemore

**gb #7-345** - Administration  
(October 2, 2017)

To consider discussion of the participation of the Worcester Public Schools in the pilot Model System of Educator Evaluation.
GENERAL BUSINESS (continued)

gb #7-346 - Mr. Monfredo
(October 2, 2017)

To take to a vote collectively to forward letters in response to the following items:

-Request that the Administration forward letters of congratulations to the following students who were awarded scholarships by Hispanic Achieving and Celebrating Excellence Committee at their 32nd annual Youth Recognition Awards:

<table>
<thead>
<tr>
<th>Academics:</th>
<th>Athletics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kayla Benitez</td>
<td>Juan Adolphe</td>
</tr>
<tr>
<td>Jocelyn DePaz</td>
<td>Luis Garcia-Nin</td>
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<tr>
<td>Jori Hiraldo</td>
<td>Misael Guzman</td>
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<tr>
<td>Juliana Maldonado</td>
<td>Ashley Peltier-Castilla</td>
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<tr>
<td>Angie Morales</td>
<td>Hillary Reyes</td>
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<tr>
<td>Soamy Morales</td>
<td>Herlin Rijo</td>
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<tr>
<td>Chris Nieves</td>
<td>Oscar Rosario</td>
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<tr>
<td>Isaac Quiles</td>
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<tr>
<td>University Park Campbell</td>
<td>University Park</td>
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<td>North High School Doherty</td>
<td>Burncoat High School</td>
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<tr>
<td>High School</td>
<td>Community School</td>
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<tr>
<td>Claremont Academy School</td>
<td>Worcester Technical High</td>
</tr>
<tr>
<td>South High Community School</td>
<td></td>
</tr>
<tr>
<td>Arts:</td>
<td>Leadership:</td>
</tr>
<tr>
<td>Ava Aguilier</td>
<td>Katya Campos Avalos</td>
</tr>
<tr>
<td>Jessenia Caballero</td>
<td>Dayanna Calderon</td>
</tr>
<tr>
<td>Katrian Nevarez</td>
<td>Kenia Carvajal-Bautista</td>
</tr>
<tr>
<td>Derek Perry</td>
<td>Bryan Grullon</td>
</tr>
<tr>
<td>Eury Rosario</td>
<td>Carlos Hasbun</td>
</tr>
<tr>
<td>Carmen Zuniga</td>
<td>Steven Robles</td>
</tr>
<tr>
<td>North High School Burncoat</td>
<td>South High Community School</td>
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<tr>
<td>High School</td>
<td>Worcester Technical High</td>
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<tr>
<td>University Park Campbell</td>
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<td>Community School</td>
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<tr>
<td>High School</td>
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<tr>
<td>Claremont Academy School</td>
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</tr>
</tbody>
</table>

Mr. Monfredo
(October 10, 2017)

GENERAL BUSINESS (continued)

**gb #7-347 - Administration**  
(October 10, 2017)

To consider approval of prior fiscal year payments of stipends in the total amount of $2,406 as follows:

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>REASON</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Mentor stipend</td>
<td>$300</td>
</tr>
<tr>
<td>SAC</td>
<td>After-School Stipend</td>
<td>$1,470</td>
</tr>
<tr>
<td>Department Head</td>
<td>Stipend change</td>
<td>$636</td>
</tr>
</tbody>
</table>

**gb #7-348 - Administration**  
(October 11, 2017)

To approve a prior fiscal year payment in the amount of $42,572.26 for National Grid representing an under billing of services described in the backup to this item.

**gb #7-349 - Miss Biancheria**  
(October 11, 2017)

Request that the Administration consider inviting a representative group from the Massachusetts Nurses Association (MNA) to:

- tour some of the schools
- receive a packet of information on the ways in which the nurses, in conjunction with the Administration, help to keep the students safe
- receive a copy of the number of nurses in the system and indicate the school in which they work.

**gb #7-350 - Miss Biancheria**  
(October 11, 2017)

Request that the Administration review the Community Addiction Response Program as a possible tool to assist the Drug task Force Committee including the Development of a Campion Toolbox.
GENERAL BUSINESS (continued)

**gb #7-351**  Mr. O’Connell  
(October 13, 2017)

To recommend that the Massachusetts Department of Elementary and Secondary Education extend its October 1 enrollment reporting calculation deadline for students arriving in Massachusetts from Puerto Rico, the Virgin Islands, Texas, Florida and other hurricane damaged regions, to permit them to be included in the foundation budget.

**gb #7-352**  - Mr. O’Connell  
(October 13, 2017)

To modify the McKinney-Vento grant to the Worcester Public Schools to permit access to funding to address the immediate needs of students from hurricane impacted areas.

**gb #7-353**  - Mr. O’Connell  
(October 13, 2017)

To investigate options for licensure for educators who arrive in the Worcester area from Puerto Rico, the Virgin Islands, Texas, Florida and other hurricane damaged regions.

**gb #7-354**  - Administration  
(October 11, 2017)

To discuss strategy with respect to collective bargaining for Custodians, if an open meeting may have a detrimental effect on the bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Computer Technicians, (Unit D) if an open meeting may have a detrimental effect on the bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Instructional Assistants, if an open meeting may have a detrimental effect on the bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Educational Secretaries, if an open meeting may have a detrimental effect on the bargaining position of the School Committee and the chair so declares.
GENERAL BUSINESS (continued)  

gb #7-354 (continued)  

To discuss strategy with respect to litigation of a Teacher - Discipline Case, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

To discuss strategy with respect to litigation for J. Perez vs Worcester School Committee et al.

X. ADJOURNMENT

Helen A. Friel, Ed.D.  
Clerk of the School Committee
The School Committee of the Worcester Public Schools met in Open Session at 7:18 p.m. in the Council Chamber at City Hall on Thursday, October 5, 2017.

There were present at the Call to Order:

Miss Biancheria, Ms. Colorio, Mr. Foley, Miss McCullough, Mr. Monfredo, Mr. O'Connell and Mayor Petty

It was moved to recess to Executive Session:

1. gb #7-338 - Administration (September 27, 2017)

To discuss strategy with respect to collective bargaining for Nurses, if an open meeting may have a detrimental effect on the bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Custodians, if an open meeting may have a detrimental effect on the bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Computer Technicians, (Unit D) if an open meeting may have a detrimental effect on the bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to litigation of a worker’s compensation case for a custodian, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

To discuss strategy with respect to litigation of a worker’s compensation case for a teacher, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.
To discuss strategy with respect to litigation of a worker's compensation case for a teacher, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

Executive Session

gb #7-339 - Administration
(September 27, 2017)

To discuss strategy with respect to litigation of a Teacher - Discipline Case, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

Executive Session

gb #7-340 - Administration
(September 27, 2017)

To discuss strategy with respect to collective bargaining for Instructional Assistants, if an open meeting may have a detrimental effect on the bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Educational Secretaries, if an open meeting may have a detrimental effect on the bargaining position of the School Committee and the chair so declares.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Foley,
Miss McCullough, Mr. Monfredo,
Mr. O'Connell, Mayor Petty

The motion carried.

Against the motion:

Absent:

The School Committee recessed to Executive Session from 6:18 p.m. to 7:14 p.m.

The School Committee reconvened in Open Session at 7:18 p.m.
The invocation was given by Reverend Gary Shahinian from Park Congregational Church.

The Pledge of Allegiance was offered and the National Anthem was sung by the Quadrivium from Burncoat High School.

A moment of silence was observed for the victims in Las Vegas.

The Quadrivium performed “Love Grows Where My Rosemary Goes”

There were present at the second Call to Order:

Miss Biancheria, Ms. Colorio, Mr. Foley, Miss McCullough, Mr. Monfredo, Mr. O’Connell and Mayor Petty

Pursuant to action taken in Executive Session, it was moved to ratify and approve the terms of the Memorandum of Agreement between the School Committee and the Nurses, signed October 5, 2017, for a collective bargaining agreement between the School Committee and the Nurses, for the term of July 1, 2016 through June 30, 2017.

On a roll call of 7-0 the motion was approved.

Pursuant to action taken in Executive Session, it was moved to ratify and approve the terms of the Memorandum of Agreement between the School Committee and the Nurses, signed October 5, 2017, for a collective bargaining agreement between the School Committee and the Nurses, for the term of July 1, 2017 through June 30, 2020.

On a roll call of 7-0 the motion was approved.

APPROVAL OF RECORDS

2.  aor #7-22 - Clerk  
   (September 27, 2017)

To consider approval of the Minutes of the School Committee Meeting of Thursday, September 21, 2017.

It was moved and voice voted to approve the Minutes of the School Committee Meeting of Thursday, September 21, 2017.
IMMEDIATE ACTION

3. gb #7-316 - Administration
   (September 25, 2017)

To consider input from the School Committee’s student representatives.

It was moved and voice voted to file the item.

Mayor Petty left at 7:34 p.m.

REPORT OF THE SUPERINTENDENT

4. ROS #7-14 - Administration
   (September 27, 2017)

INITIATIVES IN THE WORCESTER PUBLIC SCHOOLS

Marie Morse, Dr. Mary Meade-Montague, Dr. Ganiyas and Sarah Kyriazis provided an excellent presentation on New Initiatives in the Worcester Public Schools at both the elementary and secondary levels as explained in the backup for the item.

Mr. Monfredo made the following motions:

Request that the Administration evaluate the math programs and provide a report in the Spring 2018.

Request that the Administration provide a report on ATLAS in the Spring of 2018.

On a voice vote, the motions were approved.

Miss Biancheria made the following motion:

Request that the item and its backup be referred to the Standing Committee on Teaching, Learning and Student Supports

On a voice vote, the motion was approved.
Ms. Colorio made the following motion:

Request that the Administration provide a breakdown of the backup by sections as follows:
- Elementary Education
- Secondary Education
- Curriculum and Professional Learning
- Instructional and Digital Learning

On a voice vote, the motion was approved.

Superintendent Binieida arrived at 8:23 p.m.

Ms. Colorio requested that the Discovery of Justice curriculum for grades 4 and 5 be forwarded to the School Committee for its perusal.

Mr. O'Connell made the following motion:

Request that the Administration forward copies of the Report of the Superintendent to various members of the Strategic Plan Subcommittees with the ultimate goal of helping them to formulate a Strategic Plan for the Worcester Public Schools.

On a voice vote, the motion was approved.

Mayor Petty returned at 8:30 p.m.

5. PERSONNEL

It was moved and voice voted to file Personnel Item 7-18-7-21.

7-18 The Superintendent has APPROVED the APPOINTMENT of the persons named below: 


Agbay, Julie, Teacher, Elementary, West Tatanuck, CAGS/2MA, Step 1, $57,219 effective August 24, 2017. Licensed: Elementary 1-6.

Aguilar Jr., Tony, Teacher, Social Studies, North, BA, Step 1, $45,970 effective August 24, 2017. Licensed: History 8-12.


Anderson, Megan, Teacher, Special Education, South High, MA, Step 5, $63,156 effective August 24, 2017. Licensed: Severe Disabilities – all levels.


Aromando, Brett, Teacher, Elementary, Goddard, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Elementary 1-6.

Aselton, Kate, Teacher, Elementary, Rice Square, MA, Step 4, $60,644 effective August 24, 2017. Licensed: Early Childhood Prek-2.


Bardsley, Karissa, Teacher, Elementary, Vernon, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Elementary 1-6.


Bartholomew, Alicia, Teacher, Elementary, Roosevelt, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Elementary 1-6.

Belsito, Kelly, Teacher, Elementary, Nelson Place, BA, Step 9, $72,025 effective August 24, 2017. Licensed: Elementary 1-6.

Berry, Nicole, Teacher, Elementary, Wawecus, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Elementary 1-6.


Boisclair, Keri, Teacher, Theatre, Sullivan, MA, Step 8, $73,736 effective August 24, 2017. Licensed: Theater - all levels.


Bousquet, Jessica, Teacher, Special Education, MA, Step 1, $52,002 effective August 24, 2017. Licensed: Speech Language and Hearing Disorders – all levels.


Boyle, Kaitlin, Teacher, English, Creamer Evening, BA, Step 1, $45,970 effective August 24, 2017. Licensed: English 8-12.

Breault, Jessica, Teacher, Elementary, Goddard, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Elementary 1-6.

Brennan, Jennifer, Teacher, Science, Forest Grove, BA, Step 1, $45,970 effective August 24, 2017. Licensed: General Science 5-8.

Burke, Danielle, Psychologist, Systemwide, CAGS/2MA, Step 1, $57,219 effective August 24, 2017. Licensed: School Psychologist- All Levels.


Carrier, Denise, Teacher, Business, MA, Step 8, $73,736 effective August 24, 2017. Licensed: Business 5-12.

Carvalho, Deborah DeSouza, Psychologist, Systemwide, CAGS/2MA, Step 1, $57,219 effective August 24, 2017. Licensed: School Psychologist – all levels.

Camosse, Doreen, Teacher, Special Education, Doherty, MA+15, Step 5, $64,498 effective August 24, 2017. License pending: Moderate Disabilities 8-12.


Conley, Shannon, Principal, Lincoln Street, $105,000* effective August 14, 2017. Licensed: Principal/Assistant Principal Prek-6.


Cox, Kendra, Assistant Principal, Lincoln Street, CAGS/2MA, Step 9, $83,715 effective August 24, 2017. Licensed: Principal/Assistant Principal Prek-6.


Creeden, Michaela, Teacher, Elementary, Elm Park, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Elementary 1-6.


Desilets, Seth, Teacher, Vocational, Burncoat Middle, MA, Step 8, $73,736 effective August 24, 2017. Licensed: Technology/Engineering 5-12.
Dukaj, Fjodor, Principal, Clark Street, $102,000, effective July 1, 2017. Licensed: Principal/Assistant Principal Prek-6.


Dunlevy, Megan, Teacher, English, South High, BA, Step 1, $45,970 effective August 24, 2017. Licensed: English 8-12.

Edmonson, Lisa, Department Head, Special Education, MA+15, Step 7, $69,523 + $2,122 Department Head stipend effective August 24, 2017. Licensed: Moderate Disabilities Prek-12.


Evanowski, Michael, Teacher, Social Studies, Challenge, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Social Studies 5-12.


Feinberg, Joshua, Teacher, Spanish, South High, MA, Step 2, $54,511 effective August 24, 2017. Licensed: Foreign Language/Spanish 5-12.


Granville, Bridget, Teacher, Reading, Sullivan, BA, Step 1, $45,970 effective August 24, 2017. Licensed: English 5-8.


Hakkarainen, Lynn, School Adjustment Counselor, Systemwide, MA, Step 4, $60,644 effective August 24, 2017. Licensed: School Adjustment Counselor - all levels.

Hauver, Brook, Teacher, Mathematics, Claremont, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Mathematics 5-12.


Hubbard, Joshua, Teacher, Music, Worcester East, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Music: Vocal/Instrumental/General – all levels.

Jalbert, Joanna, School Adjustment Counselor, Systemwide, MA, Step 5, $63,156 effective August 24, 2017. Licensed: School Adjustment Counselor – All levels.
Jancura, MaryRose, Teacher, Elementary, Roosevelt, BA, Step 1, $45,970, effective August 24, 2017. Licensed: Elementary, 1-6.

Jankins, Shelby, Teacher, Elementary, Norrback, BA, Step 1, $45,970* effective September 14, 2017. Licensed Elementary 1-6.


Kinnas, Sara, Guidance Counselor, South, MA+15, Step 8, $75,082* effective August 29, 2017. Licensed: Guidance 5-12.

Knowles, Catherine, Liaison, College & Career, Systemwide, CAGS/2MA, Step 9, $83,775+$3,891 DH stipend and $3,090 liaison stipend effective August 17, 2017. Licensed: Principal/Assistant Principal 9-12.
Kurkul, Alison, Teacher, Special Education, Worcester Technical, BA, Step 1, $45,970 effective August 24, 2017. License pending in Moderate Disabilities 5-12.

Kyriazis, Sarah, Manager of Instructional Technology and Digital Learning, $120,000 effective July 1, 2017. Licensed: Supervisor/Director.

LaPlant, Lauren, Teacher, Elementary, Goddard, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Elementary 1-6.


Lucas, Michelle, Teacher, Elementary, Quinsigamond, MA, Step 1, $52,002 effective August 24, 2107. Licensed: Elementary 1-6.


Macaruso, Ivelis, School Adjustment Counselor, Systemwide, MA, Step 4, $60,644 effective August 24, 2017. Licensed: School Adjustment Counselor - all levels.


Mackay, Brooks, Teacher, Mathematics, North, CAGS/2MA Step 6, $70,884 effective August 24, 2017. Licensed: Mathematics 8-12.

MacLean, Ellen, Teacher, English Language Arts, Claremont, MA, Step 2, $54,511 effective August 24, 2017. Licensed: English 5-12.

Maldonado, Denise, Teacher, Systemwide, Music, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Music: Vocal/Instrumental/General – all levels.


McGrath, Christopher, Teacher, Science, South, Doc, Step 1, $63,250 effective August 24, 2017. Licensed: Chemistry 8-12.


Merlos, Johanna, Teacher, Social Studies, Burncoat Middle, MA, Step 2, $54,511 effective August 24, 2017. Licensed: History 5-12.


Moore, Jaclyn, Teacher, English, North, BA, Step 1, $45,970, effective August 24, 2017. Licensed: English 9-12.

Moroski, Felicia, Teacher, Elementary, Thorndyke, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Elementary 1-6.

Morse, Elisabeth, Teacher, Special Education, Chandler Elementary, BA, Step 1, $45,970 effective August 24, 2017. Waiver: Moderate Disabilities Prek-8.

Nguyen, Jimmy, Teacher, Elementary, May Street, BA, Step 1, $45,970 effective BA, Step 1, $45,970 effective August 24, 2017. Licensed: Elementary 1-6.


Nims, Lisa, Chairperson, Special Education, Durkin, MA, Step 4, $60,644+$8,214 ETC stipend effective August 24, 2017. Licensed: School Guidance 5-12.

Novak, Nicole, Teacher, Elementary, Belmont, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Elementary 1-6.


Parker, Amanda, Teacher, Elementary, Lincoln, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Elementary 1-6.

Perodeau, Timothy, Teacher, Mathematics, Burncoat High, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Mathematics 8-12.


Platt, Migdalia, Teacher, Vocational, North, BA, Step 1, $57,125 effective August 24, 2017. License pending: Early Education and Care 9-14.


Rearick, Kristina, Chief Research and Accountability Officer, Durkin, $136,000* effective September 11, 2017.

Reed, Denise, Teacher, Elementary, Quinsigamond, BA+15, Step 8, $70,046 effective August 24, 2017. Licensed: Elementary 1-6.

Revilla, Maria, Teacher, Bilingual, Chandler Magnet, CAGS/2MA Step 1, $57,219* effective September 18, 2017. Waiver: Transitional Bilingual Prek-6.


Rodriguez, Yaliza, Teacher, Special Education, Chandler Magnet, BA, Step 1, $45,970 effective August 24, 2107. Waiver: Moderate Disabilities Prek-8.

Romero, Tania, Teacher, Foreign Language, North, MA, Step 1, $52,002, effective August 24, 2017. Licensed: Spanish 5-12.


Savoie, Michelle, Teacher, Elementary, Quinsigamond, MA, Step 7, $68,177 effective August 24, 2017. Licensed: Early Childhood Prek-3.


Sobaleski, Tara, Evaluation Team Chair, Durkin, MA+15, Step 3, $59,476+$8,214 ETC stipend, effective August 24, 2017. Licensed: Moderate Disabilities 5-12.

Staruk, Jacqueline, Teacher, Elementary, Goddard, BA, Step 1, $45,970, effective August 24, 2017. Licensed: Elementary 1-6.


Stoever, Stephanie, Teacher, English, Forest Grove, BA, Step 1, $45,970 effective August 24, 2017. Licensed: English 5-8.


Swan, Renny, Teacher, Special Education, Sullivan, MA, Step 8, $73,736 effective August 24, 2017. Licensed: Moderate Disabilities 5-12.

Swenson, Tracey, Teacher, BCBA, Systemwide, MA+15, Step 7, $69,523* effective September 5, 2017. Licensed: BCBA.

Tatum, Kareem, Principal, Forest Grove $115,000 effective July 1, 2017. Licensed: Principal/Assistant Principal 5-12.

Thanas, Justine, Teacher, Social Studies, Burncoat Middle, MA, Step 8, $73,736 effective August 24, 2017. Licensed: History 5-8.


Vogiatzis, Garifalia, Teacher, Elementary, Roosevelt, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Elementary 1-6.


Williamson, Kelly, Principal, Roosevelt, $105,000 effective August 14, 2017. Licensed: Principal/Assistant Principal Prek-6.

Willis, Andrew, Teacher, Special Education, Burncoat High, MA+15, Step 6, $67,010, effective August 24, 2017. Licensed: Moderate Disabilities 5-12.


Yee, Joshua, Teacher, Mathematics, North, BA, Step 1, $45,970 effective August 24, 2017. Licensed: Mathematics 8-12.


*prorated

Cafeteria Substitute Helpers/appointments 7-19 The Superintendent has APPOINTED the persons named below to the position of Cafeteria Substitute Helper, permanent/intermittent at a salary of $13.20 per hour, from Civil Service List #317-030, effective as shown:

Afriyie, Cynthia 8/29/17
Asante, Philip 8/29/17
Binnall, Melanie 8/29/17
Bisceglia, Beth Ellen 9/1/17
Cardona, Lisa 9/1/17
Chase, Delinda 8/29/17
Coito, Suzanne 9/5/17
Ford, Daniel 8/29/17
Garcia, Maria 9/1/17
Inam, Magdaline 8/29/17
Jules, Erlande 8/29/17
Myers, Tynisha 8/29/17
Pena, Luz 8/29/17
Rodriguez, Jackeline 8/29/17
Salinas, Veronica 8/29/17
Vallejos, Maria 8/29/17
Wiafe, Bryant 8/29/17

Word Processors/appointments 7-20 The Superintendent has provisionally APPOINTED the persons named below to the position of Word Processor, permanent/fulltime at a salary of $19.13 (minimum) to $23.27 per hour (maximum) effective as shown:

DeFeudis, Amy 8/21/17
Madera, Elizabeth 8/21/17
Martinez, Alba 9/25/17
The Superintendent has provisionally APPOINTED the persons named below to the position of Junior Custodian, permanent/fulltime at a salary of $15.58 (minimum) to $19.84 (maximum), per hour, effective as shown:

- Abarca, Frank 7/6/17
- Bombard, Kurt 7/12/17
- Cesaitis, Stephen 6/19/17
- Haggerty, Jesse 6/12/17
- LeMay, Anthony 9/18/17
- Ortiz, Epifanio 9/11/17
- Sunden, Timothy 7/6/17

GENERAL BUSINESS

6. gb #6-230.1 - Administration/Miss Biancheria/
   Mr. O'Connell/Mr. Monfredo
   (September 26, 2017)

   Response of the Administration to the request to provide a review of the new Chapter 74 courses that are being considered for classroom use.

   Ms. Biancheria requested that the Administration continue to give updates on the new Chapter 74 courses.

7. gb #6-350.1 - Administration/Mr. O'Connell/
   Mr. Monfredo
   (September 27, 2017)

   Response of the Administration to the request to distribute lists of programs, events and activities held at the Worcester Public Library to students through the Worcester Public Schools, and to the community through WPS communications.

   It was moved and voice voted to file the item.

8. gb #7-22.1 - Administration/Mr. Monfredo/
   Mr. O'Connell/Miss McCullough/
   Miss Biancheria
   (September 27, 2017)

   Response of the Administration to the request to consider having the Worcester Public Schools participate in Worcester: the City that Reads “February – Love a book month” by having the schools engage in meaningful literacy activities.

   It was moved and voice voted to file the item.
Worcester Historical Museum’s Annual “Be Our Valentine Contest”

9. gb #7-25.1 - Administration/Mr. Monfredo/Ms. Colorio/Mr. O’Connell/Miss McCullough/Miss Biancheria/Mayor Petty
   (September 27, 2017)

Response of the Administration to the request to support the Worcester Historical Museum’s annual “Be Our Valentine Contest” by encouraging the schools from grade 3 to 6 to participate.

It was moved and voice voted to file the item.

Summer Activities

10. gb #7-43.1 - Administration/Mr. Monfredo/Mr. O’Connell/Miss Biancheria/Ms. Colorio
    (September 27, 2017)

Response of the Administration to the request to include in its summer package not only a students’ reading list but also a list of ideas for parents/students regarding math activities for the summer months and include online sites for the students.

It was moved and voice voted to file the item.

Worcester: The City that Reads/publicize the 12th annual book drive

11. gb #7-129.1 - Administration/Mr. Monfredo/Ms. Colorio/Mr. O’Connell/Miss Biancheria
    (September 27, 2017)

Response of the Administration to the request to publicize the Worcester: the City that Reads twelfth annual book drive to support children pre-k to grade 8 in the Worcester Public Schools.

It was moved and voice voted to file the item.

Recognition/set date

12. gb #7-317 - Administration
    (September 14, 2017)

To set a date to recognize David Shea, Athletic Director, on being designated as a Certified Athletic Administrator (CAA) from the National Interscholastic Athletic Association (NIAA).

It was moved and voice voted to set the date of Thursday October 19, 2017.
13. **gb #7-318** - Mr. O’Connell/Mr. Monfredo/
Miss Blancheria/Ms. Colorio
(September 14, 2017)

To discuss the resolutions which will be debated at
the 2017 Annual Meeting of the Massachusetts
Association of School Committees.

It was moved and voice voted to hold the item for
the School Committee Meeting on Thursday October
19, 2017.

14. **gb #7-319** - Administration
(September 14, 2017)

To authorize the Administration to enter into a
contract for up to ten years for the lease of space
for school buses.

Mr. O’Connell made the following motion:

Request that a copy of the proposed contract be
provided to the members of the School Committee
when available.

On a voice vote, the motion was approved.

15. **gb #7-320** - Administration
(September 14, 2017)

To consider approval of a prior fiscal year payment
in the amount of $535.00 for car travel costs for an
employee to attend a conference.

On a roll call, the vote was as follows:

For the motion: Miss Blancheria, Mr. Foley,
Miss McCullough, Mr. Monfredo,
Mr. O’Connell, Mayor Petty  7

Against the motion: 0

Absent: 0

7

The motion carried.

Mr. O’Connell requested that the Administration
provide an explanation regarding this prior year
fiscal payment.
16. gb #7-321 - Mr. Monfredo/Mr. O'Connell/
Miss Biancheria/Ms. Colorio
(September 25, 2017)

Request that the Administration consider inviting
the Wellness Committee to provide a report on the
many programs that are provided to the district
through partnerships within the community.

Mr. Monfredo requested that the Wellness
Committee provide a report in November or
December on Vision Screening, Dental Care,
Asthma Update, Emotional Learning, Nutrition, Air
Quality and CPR training.

It was moved and voice voted to refer the item to
the Administration.

17. gb #7-322 - Mr. Monfredo/Mr. O'Connell/
Miss Biancheria/Ms. Colorio
(September 25, 2017)

Request that the Administration consider developing
a student program to instruct secondary students
about food allergies and anaphylactic risks.

It was moved and voice voted to refer the item to
the Standing Committee on Teaching, Learning and
Student Supports.

18. gb #7-323 - Mr. O'Connell/Mr. Monfredo/
Ms. Colorio
(September 25, 2017)

Request that the Administration review the interim
guidance of the U.S. Department of Education Office
for Civil Rights on Title IX of the Education
Amendments of 1972, and to determine whether
any revisions need to be made to the policies and
practices of the Worcester Public Schools in light of
the guidance.

Mr. O'Connell requested that the Administration
report back if there are any revisions needed to be
made to the policies and practices of the Worcester
Public Schools in light of the guidance.

It was moved and voice voted to refer the item to
the Administration.
19. gb #7-324 - Administration (September 25, 2017)

To set a date to present the following awards from the Massachusetts Association of School Committees:

Mayor Joseph M. Petty 2017 All-State School Committee, Division IX
Edward M. Augustus Friend of Public Education
Timothy P. Murray Community Leader
Joseph M. Zubretsky Community Partner

It was moved and voice voted to set the date of Thursday October 19, 2017.

20. gb#7-325 - Administration (September 25, 2017)

To consider approval of the appointments of the following provisional civil service employees as School Nurses:

Appiah, Ahmed, Systemwide, Base Step 5 $61,912, effective, August 24, 2017, Licensed: School Nurse All Levels
Dubey, Marina Systemwide, Base Step 1 $45,064, effective, August 24, 2017, License Pending: School Nurse All Levels
Garney, Jennifer, Systemwide, Base Step 1 $45,064, effective, August 24, 2017, License Pending: School Nurse All Levels
Gosselin, Denise, Systemwide, Base Step 1 $45,064, effective, August 24, 2017, License Pending: School Nurse All Levels
Kazanovicz, Jessica, Systemwide, Base Step 1 $45,064, effective, August 24, 2017, License Pending: School Nurse All Levels
Parent, Lee, Systemwide, Base Step 4 $53,537, effective, August 24, 2017, Licensed: School Nurse All Levels
Salgadinho, Erica, Systemwide, Base Step 1  
$45,064, effective, September 13, 2017, License  
Pending: School Nurse All levels  
Talarico, Megan, Systemwide, Base Step 1 $45,064,  
effective August 24, 2017, License Pending: School  
Nurse All Levels  

On a roll call, the vote was as follows:  

For the motion: Miss Biancheria, Mr. Foley,  
Miss McCullough, Mr. Monfredo,  
Mr. O’Connell, Mayor Petty 7  

Against the motion: 0  

Absent: 0 7  

The motion carried.  

21. gb #7-326 - Administration  
(September 25, 2017)  

To approve a prior fiscal year payment in the  
amount of $60.00 in order to compensate a  
translator.  

On a roll call, the vote was as follows:  

For the motion: Miss Biancheria, Mr. Foley,  
Miss McCullough, Mr. Monfredo,  
Mr. O’Connell, Mayor Petty 7  

Against the motion: 0  

Absent: 0 7  

The motion carried.  

22. gb #7-327 - Administration  
(September 25, 2017)  

To approve a prior fiscal year payment in the  
amount of $5,987.00 made payable to UMASS  
Lowell.  

On a roll call, the vote was as follows:
For the motion: Miss Biancheria, Mr. Foley,
Miss McCullough, Mr. Monfredo,
Mr. O'Connell, Mayor Petty 7

Against the motion: 0
Absent: 0
7

The motion carried.

23. gb #7-328 - Administration
    (September 25, 2017)

To approve a prior fiscal year payment in the
amount of $11,736.00 to Horace Mann Education
Associates for tuition.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Foley,
Miss McCullough, Mr. Monfredo,
Mr. O'Connell, Mayor Petty 7

Against the motion: 0
Absent: 0
7
The motion carried.

24. gb #7-329 - Administration
    (September 25, 2017)

To approve a prior fiscal year payment in the
amount of $95.70 to Heinemann, Inc. for textbooks.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Foley,
Miss McCullough, Mr. Monfredo,
Mr. O'Connell, Mayor Petty 7

Against the motion: 0
Absent: 0
7
The motion carried.
25. gb #7-330 - Administration (September 25, 2017)

To approve a prior fiscal year payment in the amount of $833.34 to CDW-G for tech supplies.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Foley, Miss McCullough, Mr. Monfredo, Mr. O'Connell, Mayor Petty 7

Against the motion: 0

Absent: 0

The motion carried.

26. gb #7-331 - Administration (September 25, 2017)

To approve a prior fiscal year payment in the amount of $961.63 to Zonar Systems.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Foley, Miss McCullough, Mr. Monfredo, Mr. O'Connell, Mayor Petty 7

Against the motion: 0

Absent: 0

The motion carried.

27. gb #7-332 - Mr. O'Connell/Mr. Monfredo/Miss Biancheria/Ms. Colorio (September 26, 2017)

To develop a process and schedule for consultation, by the Superintendent, with the School Committee, regarding the proposed individual school improvement plans developed during the Spring of 2018, pursuant to Chapter 71, Section 59C, of the Massachusetts General Laws.
Superintendent Binienda indicated that all proposed school improvement plans will be online. Prior to approving them, she will ask all members of the School Committee to review them online. After this review, the members may convey their thoughts for consideration to the Superintendent.

Superintendent Binienda also indicated that she would be discussing data with principals in the 12 to 15 lowest performing schools in January 2018 and would extend invitations to School Committee members to attend these meetings.

It was moved and voice voted to refer to the Administration.

28. gb #7-333 - Ms. Colorio/Mr. Monfredo/  
         Mr. O'Connell/Miss Biancheria  
         (September 27, 2017)  
         
         Request that the Administration consider establishing a confidential student drug and alcohol hotline and indicate how it would be implemented in the schools.

         It was moved and voice voted to refer to the Standing Committee on Teaching, Learning and Student Supports.

29. gb #7-334 - Administration  
         (September 27, 2017)  
         
         To approve a prior year fiscal cost sharing payment in the amount of $1,597.50 for McKinney-Vento transportation of a student assigned to the Worcester Public Schools by the Department of Elementary and Secondary Education.

         For the motion: Miss Biancheria, Mr. Foley,  
         Miss McCullough, Mr. Monfredo,  
         Mr. O'Connell, Mayor Petty  
         
         Against the motion:  
         
         Absent:  
         
         The motion carried.
Drug Education 30. **gb #7-335** - Ms. Biancheria/Mr. Monfredo/
   Mr. O'Connell/Ms. Colorio
   (September 27, 2017)

Request that the Administration develop a protocol
to train teachers to handle students in need of drug
education and indicate how teachers can develop
ways by watching, looking and listening to deal with
problems of substance abuse.

Ms. Biancheria requested that the Administration
come up with a program/policy or suggestions for
teachers to be alerted to students who may be at
risk. It was indicated that the item be interpreted
at the discretion of the Administration.

It was moved and voice voted to refer to the
Administration.

In House Attorneys/feasibility to utilize 31. **gb #7-336** - Ms. Biancheria/Mr. Monfredo/
   Mr. O'Connell
   (September 27, 2017)

Request that the Administration review the
feasibility of utilizing in house attorneys from the
City Solicitor's Office rather than outside attorneys.

It was moved and voice voted to refer to the
Administration.

Donations 32. **gb #7-337** - Administration
   (September 27, 2017)

To consider approval of the following donations:

- $250.00 from Walmart to Claremont Academy
- $5,874.00 from the Greater Worcester
  Community Foundation/Sara Daniels Petitt &
  William O. Petitt Jr. Fund to Worcester Technical
  High School
- $1000.00 from the Pappas Scholarship Fund to
  Worcester Technical High School for a football
  student.
- To Tatnuck Magnet School from the following
  individuals:
  - $40.00 from Diane & Gary Adamowicz
  - $40.00 from Patricia J. Brank
  - $40.00 from Karolyn Choate
-$40.00 from Maura Coyne
-$80.00 from Maribeth DiPietro
-$40.00 from Robin Flynn
-$80.00 from Jessica & Bradley Joyce
-$40.00 from Jennifer Lavin
-$80.00 from Christine & Nicholas Lloyd
-$120.00 from Susan & Paul Mathieu
-$40.00 from John & Elizabeth McGovern
-$80.00 from Kimberly A. McLaren
-$160.00 from Gina Papazian
-$40.00 from Susan Riley & Richard Dowd
-$40.00 from Doryl Rourke
-$40.00 from Margaret Walsh
$350.00 from the Museum of Science to Tatnuck Magnet School to help fund the cost of a bus for a field trip
$200.00 from Ryder to the Diesel Tech program at South High Community School
$5,000.00 from CSX to Grafton Street School for health/wellness
$1,240.00 from Saint-Gobain to Belmont Street Community School.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Foley,
Miss McCullough, Mr. Monfredo,
Mr. O'Connell, Mayor Petty  7

Against the motion:  0

Absent:  0

The motion carried.

The meeting adjourned at 9:18 p.m.

Helen A. Friel, Ed.D.
Clerk of the School Committee
Professional School

Nursing in the 21st Century
National Association of School Nurses Framework

- Student-centered nursing care
- Student’s family and school community
  - Care Coordination
  - Leadership
  - Quality Improvement
  - Community/Public Health
  - Standards of Practice
WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

A collaborative approach to learning and health
Standards of Practice

- Clinical Competence
- Clinical Guidelines
- Code of Ethics
- Critical Thinking
- Evidence-based Practice
Care Coordination

- Case Management
- Chronic disease management
- Collaborative communication
- Direct care
- Motivational interviewing/counseling
- Nursing delegation
- Student Care Plans (HCPC, Emergency Care Plans)
- Student education, self-empowerment, transition planning
Leadership

- Advocacy
- Change agents
- Healthcare reform
- Education reform
- Policy development and implementation
Quality Improvement

- Nursing Process in action
- Assessment
- Identification of the issue
- Developing a plan
- Implementing the plan
- Evaluating goals and outcomes
Quality Improvement Projects to Improve Student Outcomes

- PWTF Asthma Project (4 yr. grant, community partners)
- Asthma Interventions for School (1 yr. $10,000 grant)
- Innovative Care Coordination (1 yr. $20,000 grant each year since 2015)
- ESHS Attendance (MDPH requirement)
- Oral Health Equity (3 yr. $12,000 grant each year since 2016)
- School-located Influenza Clinics (Mayor’s request)
- AEDs in all Schools (compliance with new laws)
- CPR Training for HS Students

HEALTHY STUDENTS = BETTER LEARNERS
Community Partner Collaboration

- City of Worcester, Division of Public Health (CHIP, Opiate Crisis, Health Education Curriculum, Asthma)
- UMass Hospital and Schools (internships, PD resources, Population Health Clerkship, Committee membership, RMCM, Asthma)
- Quinsigamond Community College, Becker College, Worcester State University, MCPHS, Assumption College (internships)
- Family Health and Edward Kennedy Community Health Centers (Refugee Health, School-based Health Centers, Asthma)
- Mayor's Health Committee (Sexual Health, Opiate Crisis)
# Nursing Services

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<tr>
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<tr>
<td>Student Encounters</td>
<td>212,089</td>
<td>233,125</td>
<td>246,159</td>
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<tr>
<td>Return to Class Rate</td>
<td>94.4%</td>
<td>93.2%</td>
<td>94.5%</td>
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<tr>
<td>Medications Administered</td>
<td>74,376</td>
<td>63,823</td>
<td>59,396</td>
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<tr>
<td>Behavioral Health Assessments</td>
<td>1,311</td>
<td>1,901</td>
<td>1,605</td>
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<td>Coping Enhancement/Stress Reduction</td>
<td>1,422</td>
<td>3,123</td>
<td>3,851</td>
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<td>Behavioral Health 911</td>
<td>15</td>
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<tr>
<td>Health 911</td>
<td>136</td>
<td>95</td>
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## Nursing Services

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<thead>
<tr>
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<tbody>
<tr>
<td>Immunization Compliance</td>
<td>84%</td>
<td>94%</td>
<td>98%</td>
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<tr>
<td>Asthma Case Management</td>
<td>2,726</td>
<td>3,485</td>
<td>3,758</td>
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<tr>
<td>Diabetes Care Management</td>
<td>8,994 (51)</td>
<td>19,617 (56)</td>
<td>23,103 (60)</td>
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<tr>
<td>Seizure Care Management</td>
<td>211</td>
<td>206</td>
<td>201</td>
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<tr>
<td>Anaphylaxis Care Management</td>
<td>1223</td>
<td>1438</td>
<td>1594</td>
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<tr>
<td>Concussion Care Management</td>
<td>30</td>
<td>34</td>
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District-wide Practice

- Review, update and write policies, protocols & procedures (Drug Education, SBIRT, Concussions...)
- Grant writing and management
- DESE performance evaluation forms and tools
- AEDs procurement and policy update to state
- Coordinate community-based oral health program
- Lead a School Health Advisory Council
- Create a School Health Action Plan
X. GENERAL BUSINESS
   Administration/Mr. O'Connell
   (October 4, 2017)

   CURRENT ITEM - gb #5-244.1
   S.C. MEETING - 10-19-17

   1ST ITEM  gb #5-244  S.C.MTG. 10-1-15
   2ND ITEM  gb #5-244.1 S.C.MTG. 10-19-17

ITEM:

Response of the Administration to the request that sufficient funding be included in the Budget for the Capstone Program.

ORIGINAL ITEM:  Mr. O'Connell/Miss Ramirez/Mr. Foley/Mr. Monfredo/
Miss Blancheria/Mayor Petty (September 10, 2015)

To review the scores achieved by Worcester students in the Spring 2015 administration of the Advanced Placement examinations, in all courses and at all levels.

PRIOR ACTION:

10-1-15 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

2-1-16 - Mr. Ganem made a presentation regarding the backup for the item.
Mrs. Binienda, Principal of South High Community School, introduced the AP Capstone Program for possible implementation in the Worcester Public Schools. She indicated that Clare Lorenz, a representative from the program, would be available on Thursday, February 4, 2016 from 10:00 a.m. to 12:00 noon at South High Community School inform principals and answer questions about the program.
(Continued on page 2.)

BACKUP:    The Capstone Program was funded in the FY17-18 Budget.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.
Sullivan Middle School has a new Wraparound Coordinator (WAZ) this year who is working to help students use the schools washing machines, part of a weekly health and guidance meeting to identify students and families in need of additional support. Participating in Clinical Services PD to enhance capacity for assisting in addressing attendance concerns and social emotional learning (SEL) initiatives.

Wraparound Coordinators at Woodland, Chandler Elementary and Chandler Magnet Schools all work on assisting families who need access to community supports and services and work with identified school partners to help meet students' and family needs. This year, we are including the WAZS in our professional development in an effort to improve attendance and implement schoolwide SEL initiatives. Chandler Magnet produced and directed an anti-cyberbullying PSA which was distributed to Clinical Services staff. At Union Hill, the Wraparound coordinator facilitates parents' access to washing machines and offers parent workshops/support while parents are at school doing laundry.

The Burncoat Prep Wraparound Coordinator resigned before the start of this school year and will be replaced soon. There is no WAZ at University Park Campus School.
The district recently (in September 2017) signed on to an Early College Preliminary Designation application with Quinsigamond Community College (QCC) to expand dual enrollment opportunities for the students of the Worcester Public Schools. This project is sponsored by both the Massachusetts Department of Elementary and Secondary Education and the Department of Higher Education. If approved, both planning and implementation funding will become available to create an educational and career pathway model that prepares, equips, and supports high school age students to earn college credits without cost to the student.

The Early College Preliminary Designation application includes among others, the following Guided Career Pathways developed between the Worcester Public Schools and Quinsigamond Community College: Engineering and Biotechnology, Computer Science, Healthcare-Nurse Education and Manufacturing Technology. Early college students will have access to the facilities of QCC including the Quest Center.
Seeds of STEM: The development of an innovative early childhood STEM curriculum
Submitted to the Institute of Education Sciences (IES)
Topic: Early Learning Program and Policies; Goal 2: Development and Innovation

Project summary

The “Seeds of STEM” project is a collaboration between Head Start teachers and faculty and students from Worcester Polytechnic Institute (WPI) to develop a standard-based STEM curriculum for early childhood programs. This curriculum, developed by teachers and for teachers, will be developmentally appropriate and specifically designed for programs that serve low-income and ethnic minority children such as Head Start. The curriculum will be aligned with the recently published Next Generation Science Standards (NGSS) for kindergarten and therefore will provide preschool children with the experiences required for successfully achieving scientific and engineering practices in kindergarten.

The Seeds of STEM curriculum will be developed by Head Start teachers through an iterative process, with structured guidance from the project team and the project’s advisory board. This unique model of working with teachers to develop, test, and redesign the curriculum was chosen to ensure the matching of the activities to a “real-classroom” environment and enhance implementation and usability of the lessons plans by Head Start and other preschool teachers. The Seeds of STEM model for curriculum development takes an innovative approach to curriculum development. We consider the Head Start teachers to be classroom experts, knowing the pedagogy, students’ interests, vocabulary, attention level, and family background. The teachers are also familiar with the daily schedule, the available materials, the available staff, and other requirements of the Head Start program. A set of professional development sessions will provide them with the required STEM knowledge and challenges. Knowing that the teachers will design their own lesson plan with the goal of bridging the gap of STEM anxiety reported by many preschool teachers.

This intervention has the potential to produce substantially and better student outcome for several reasons: First and foremost, a K-12 national curriculum that includes engineering practices was only released a few months ago. Preschool curriculum materials that build toward the learning outcomes of the NGSS are just being developed. Second, the development model (for teachers, by teachers) reduces implementation and accessibility challenges and enhances the usability of the curriculum since it will be designed and tested in Head Start classrooms. Third, Worcester Polytechnic Institute is an engineering school and the project’s team expertise around engineering and STEM education. Third, the topic of engineering practices fits well the needs of the Worcester Head Start Program. As research shows, having administration support is key for the success of the project. Lastly, our Center has recently concluded a 4-month pilot program with the Worcester Head Start teachers that focused on the integration of engineering practices and literacy, and it is our belief that the teachers are ready to move to the next step and use their knowledge on engineering practices to develop lesson plans.

Curricular development process

The Seeds of STEM project focuses on the development of an early childhood STEM curriculum that is focused on the engineering process, developmentally appropriate and aligned with national standards. Specifically, preschool students who experience the curriculum are expected to demonstrate the following STEM related practices:

1. Asking questions and defining problems: Articulate, explain the problem in their own words.
2. Develop and use models: Suggest more than one solution for the problem. Use artifacts to model the ideas.
3. Analyze and interpret data: Test and evaluate their solutions based on a given constraint and justify the best solution.

The curriculum will be developed through a partnership between the project’s team (content experts) and a team of developer teachers which will be Head Start teachers (classroom experts), and overseen by an advisory board. The advisory board will be comprised of experts in early education, child development, STEM instruction, curriculum development, Head Start administrator, and Head Start teacher. The curriculum will be developed through an iterative process, in which teams of teachers work to develop and redesign each lesson plan in the curriculum. This model was chosen to ensure the matching of the activities to a “real-classroom” environment, ease implementation, and increase the usability of the curriculum by Head Start and other preschool teachers.

The Seeds of STEM curriculum will include 8-10 lesson plans that gradually introduce STEM practices at a preschool level. The first lesson plan will focus on the engineering process as a whole and provide the rationale for following a process to solve problems. The following lesson plans (2-4) will each focus on one engineering practice and builds on previous lessons. The remaining lesson plans will introduce different challenges at a preschool level, which children will be asked to apply different engineering practices in order to solve the problem. These lesson plans will utilize different areas and materials available in a Head Start classroom, such as problems that involve blocks, challenges found in books, social problems that require hands-on solutions, or challenges that focus on the arts. This approach is taken in order to overcome shared stereotypes (e.g., engineering = building), to show that engineering practices can be applied to solve different problems and challenges, and to engage a large group of children with varied interests. Each lesson plan will include the following components: large group opening activity, small group challenges or cases (at least 3), large group closing activity, follow-up activity for the home or the classroom (extension), additional resources for the teacher, and an assessment component. The lesson plan template and the framework for the curriculum will be determined prior to the development process (see study 1 below).

The proposed project’s development phase is multi-leveled and will involve Head Start teachers working in small (center-based) groups to develop and test lesson plans and in large group meeting with teachers from different centers. Worcester Head Start includes 4 centers,
With 6-11 classrooms in each one, out of the 4 centers, a group of developer teachers will be selected, with consideration given to teachers' expertise and interest in being on the development team, and additional teachers from the program will be the first wave and second wave of lesson testers. The developers will meet with a project's steering committee monthly, and the teachers will meet in small center-based groups to combine their feedback into one document. The large group professional development meetings will include teachers from different centers and provide an opportunity for them to learn about a variety of STEM, early childhood and curriculum development topics (see figure 1 for the iterative process of curriculum design).

The development phase is scheduled to last two years out of the overall three years of the proposed project. The first six months will be devoted to establishing the measures and exact topics for the lesson plans, the advisory board meetings and the measures required to evaluate the implementation. A lesson plan development process, lasting 18 months will follow. Lastly, a pilot study will be conducted during the third year of the project.
The district has enlisted the help of strong community partners including the Central Massachusetts Workforce Investment Board (CMWIB) and the Worcester Regional Chamber of Commerce to secure resources that promote manufacturing options for students. During 2017 the state Department of Elementary and Secondary Education has funded $132,500 in Career and Technical Education Partnership grants to prepare youth for skilled careers in manufacturing jobs that hold the promise of a lifelong career. An additional $51,602 award was targeted to students of the Worcester Public Schools Adult Learning Center to prepare adults for skilled careers in Manufacturing, drawing on the existing Chapter 74 Machine Technology program at the Worcester Technical High School. Industry partners for these initiatives have included Metso Flow Control and Primetals Technology USA.

In September 2017, the district was the lead applicant on an Innovation Pathways Preliminary Designation application to prepare our students in sectors that have been identified as offering long term careers in industry jobs that pay a living wage: Manufacturing; Information; Professional, Scientific and Technical Services and Health Care and Social Assistance. Our course offerings will be aligned with a technical pathway that will accelerate each individual’s entry into the world of work and/or post-secondary education. Additionally, we will offer out of school activities and the opportunity for college-level work, either through dual enrollment activities and/or Advanced Placement courses. Our partners in this initiative are the Central Massachusetts Workforce Investment Board, Worcester Regional Chamber of Commerce and Quinsigamond Community College.

During this school year, the district is also expanding its participation with Project Lead the Way in the Doherty quadrant, increasing career awareness in earlier grades and building on the existing partnership with Doherty High School’s Engineering technology Academy.
Federal initiatives are very much in a state of flux. The Trump administration, House of Representatives and Senate all have somewhat different priorities which are complicating the budget process. The Trump administration and House have proposed elimination of the Title II-A entitlement and 21st Century Community Learning Center grants. However, the Senate has rejected these proposals and recommended continued funding. Most of the administration's initial proposals remain only proposals. With a lack of consensus, appropriations tend to keep existing programs operating at funding levels comparable to those of the prior year.

The Every Student Succeeds Act (ESSA), implemented by the Obama Administration with bipartisan support, is likely to continue to shift more policy initiatives to the state level. Federal regulations related to implementing ESSA are still being developed. However, one new initiative has already benefited Worcester. Title IV-A for student support and academic enrichment has provided $298,253 for FY 18. Funds will be used to pay for Advanced Placement examination fees, as well as enhance school safety, academic enrichments, and professional development. A summary of the major entitlement grants appears below. Revisions of teacher preparation regulations are likely to impact the type of competitive grant opportunities associated with implementing such mandates, but are not expected to directly affect entitlement funding levels.

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Total: $22,898,307.80 $23,077,466.10
## IN STATE FY 2018
### Special Education Programs

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<th>DESE Program</th>
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<td>Arlington-Academy</td>
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<td>Northeast Center for Youth and Family</td>
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<td>RFK Lancaster Day</td>
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<td>Riverside Life Skills</td>
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<td>Educational Prog.</td>
<td>26</td>
<td>5995B</td>
<td>216</td>
<td>$ 38,703.24</td>
</tr>
<tr>
<td>Youth Opportunities Upheld</td>
<td>Res Ed</td>
<td>Cottage Hill Academy</td>
<td>27</td>
<td>5995C</td>
<td>365</td>
<td>$186,551.07</td>
</tr>
<tr>
<td>Youth Villages-Germaine Lawrence</td>
<td>Res Ed</td>
<td>Intensive Treatment</td>
<td>28</td>
<td>6006B</td>
<td>365</td>
<td>$190,339.94</td>
</tr>
<tr>
<td>Youth Villages-Germaine Lawrence</td>
<td>Day</td>
<td>Day Education</td>
<td>29</td>
<td>6006D</td>
<td>216</td>
<td>$ 59,205.25</td>
</tr>
</tbody>
</table>

**Notes:**
1. Program reconstruction requested pursuant to 808 CMR 1.06(3).
2. Special Circumstances requested pursuant to 808 CMR 1.06(7)(c).
3. Extraordinary Relief Requested pursuant to 808CMR 1.06 (4)(a).
4. New Program

mass.gov/sped pricing

**IN STATE**

Pursuant to 808 CMR 1.06
The instructional materials budget for Education Division Supplies in FY18 is $335,000. These funds are used to support school activities and district-wide programs that occur annually but are not assigned to individual school accounts.

The FY18 budget is as follows:

<table>
<thead>
<tr>
<th>FY17 Adopted Budget</th>
<th>FY17 Actual Expenditures</th>
<th>FY18 Adopted Budget</th>
<th>% Change From Present Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2000) B. Education Division Supplies $265,020</td>
<td>$249,345</td>
<td>$335,020</td>
<td>26%</td>
</tr>
</tbody>
</table>

This account provides districtwide instructional materials for the following departments: Special Education ($140,000), English Language Learners ($16,250), Physical Education ($1,250), Occupational Education ($25,000), Curriculum Development ($122,520), Superintendent ($20,000) and Chief Academic Officer ($10,000). The Federal Special Education (IDEA) grant, provides additional funds for Special Education requirements. The increase includes necessary assistive instructional technology for the deaf and hard of hearing students.

With regards to the funding of $16,250 for English Language Learners, historically, the budget is used to support ELL curriculum needs, MCAS dictionaries, paper and office supplies, and copier machine leases.
The following describes the change in the budget for Administrative positions between the FY17 budget and FY18 budget (as included on page 179 of the FY18 budget book):

<table>
<thead>
<tr>
<th>Year</th>
<th>General Fund Positions</th>
<th>Special Revenue (Grant) Positions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY16-17</td>
<td>97.5</td>
<td>5.5</td>
<td>103</td>
</tr>
<tr>
<td>FY17-18</td>
<td>102.5</td>
<td>3.5</td>
<td>106</td>
</tr>
<tr>
<td>Change</td>
<td>5.0</td>
<td>-2.0</td>
<td>3</td>
</tr>
</tbody>
</table>

During FY17, the position of Manager of Curriculum (general fund) was added to the budget (and the account was approved). During the summer of 2016, the Manager of Staff Development (grant funded) position became vacant and the Superintendent restructured these two positions into the Manager of Curriculum and Professional Learning (grant funding). This restructuring created an open general fund position and the Superintendent restructured the position into the Manager of Social Emotional Learning.

These two changes did not change the number of budgeted positions.

After the FY17 budget was adopted, the final Title 1 grant amounts were awarded and the Worcester Public Schools amount was reduced. A result of this grant reduction, the Director of Supplemental Services position was eliminated (-1 grant position).

In addition, the Massachusetts DESE did not approve the continuance of the Director of Technical Education to be funded through the Perkins grant. This position resulted in a +1 increase in the number of general fund positions and a -1 reduction in the number of grant funded positions.

In FY18, the budget reflects the following changes:

Through administrative restructuring, the positions of Technology Integration Specialist (teacher position) and Director of Advanced Academy were eliminated and were restructured into the Turnaround Manager and Manager of Instructional Technology positions. (No change in total number positions, but an increase of one position in the administrative salary account and a reduction in teacher salary account).

Due to continued enrollment increases, an Assistant Principal position was added at Forest Grove Middle School.

Due to program re-location and supervisory/evaluation requirements two special education teacher positions were converted to Administrative positions: Coordinator of the Academic Center for Transition (ACT) now at New Bond Street (previously Chandler Magnet) and the Coordinator of Special Education Transitions program.
The only added position to the Administrative Salary Account (not through restructuring of another position) is the Assistant Principal at Forest Grove Middle. All other positions were a result of the reallocation of other administrative positions or the reallocation of teacher positions.

The following table explains the Administrative Salary account changes between FY17 and FY18:

<table>
<thead>
<tr>
<th>Year</th>
<th>General Fund Positions</th>
<th>Special Revenue (Grant) Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY16-17*</td>
<td>+1 Director of Technical Education</td>
<td>-1 Director of Supplemental Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-1 Director of Technical Education</td>
</tr>
<tr>
<td>FY17-18</td>
<td>+1 Turnaround Manager <em>(reallocated from Director of Advanced Academy)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+1 Manager of Instructional Technology <em>(reallocated from teacher position)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+1 Assistant Principal – Forest Grove <em>(new school-based position)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+1 Coordinator of Special Education Programs - Transition Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(previously a department head teacher position)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>+1 Coordinator of Special Education Programs – ACT <em>(previously a teacher position)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-1 Director of Advanced High School <em>(vacant during FY17)</em></td>
<td></td>
</tr>
</tbody>
</table>

| Change    | +5                                                                                   | -2                                                |

*occurred after the FY17 budget book was approved.
WPS Environmental Management System (EMS) Progress Report
October 2017

Report Overview

The initial focus of the Environmental Management System (EMS) that commenced seven years ago, was on asbestos and hazardous materials. Since that time, both the topics address and people involved in the EMS has steadily and rapidly increased as both issues and opportunities arise. The following summary provides a brief overview of this work. It is based on extensive research and program development within WPS departments, and at times with municipal and state agencies. Additional details of this work are available upon request.

Personnel Involved

The EMS has facilitated a truly collaborative experience within WPS. There is work at the district level to implement the EMS as well as at the department and inter-department level. The Facilities (Operations, Trades and Custodial) Department has provided a base and invaluable support for this work. The WPS Finance, Procurement, Safety, IT, Quadrant, Staff Development and Grant departments have provided a range of program and administrative supports. The Science, School Nutrition, Transportation, Nursing, Human Resources, SPED, Art and Grant departments have all been involved in assessing and addressing environmental issues in their departments as well as across departments.

This work can involve, but is not limited to; benchmarking of compliance and need for environmental health and safety (EHS) systems, program development, changes in purchasing criteria, enhancements of work practices, addition of roles and responsibilities, implementation of inspection and monitoring systems, implementation of recordkeeping and document control systems, etc. The addition of a full time Environmental Coordinator has enabled WPS to significantly increase its ability to address identified issues, and to continue to expand on new issues within the district. There are two-part time consultants that have been working with the EMS from its inception. Their roles have to been to facilitate the development and implementation of the EMS, and to provide technical assistance and training.

The following Environmental Management Programs (EMP) are based on the EMS Model and have the following components:

- **Assessment** - Includes benchmarking compliance, as well as identifying and investigating issues through inspections, testing, sampling, etc.

- **Mitigation** - Ranges from physical improvements to the structure, to changes in work practices, and equipment and products used in operations.
WPS Environmental Management System (EMS) Progress Report
October 2017

- **Compliance Monitoring** - Monitoring the implementation of mitigation measures, work practices, etc., and ensuring compliance with required inspections, reporting, training, recordkeeping, etc.

- **Training** - Covers both required training content as well as best management practices designed to ensure compliance with regulations, enhance worker and occupant safety, save money and reduce risk and liability.

- **Maintenance** - Covers preventative, reactive and emergency maintenance.

- **Operational Controls** - Examples include; procurement tools and criteria, SOPs, guidance documents, inventory controls, etc.

- **Emergency Response** - This work involves coordination with Safety Liaison, work within each department, and protocols and response for each of the environmental issues.

- **Capital Improvements** - Capital projects such as window projects and HVAC upgrades to eliminate health and safety hazards, improve efficiencies, etc.

- **Recordkeeping and Document Control** - Required documentation of records and documents, as well as tracking of related WPS information.

- **Communication** - Includes communication to the school community, regulators, vendors, parents, etc.
# WPS Environmental Management System (EMS) Progress Report
**October 2017**

<table>
<thead>
<tr>
<th>EMS Program</th>
<th>Program Updates</th>
<th>Next Steps/Future Goals</th>
</tr>
</thead>
</table>
| PCB's       | • Inspection - WPS consultant conducted visual inspections of PCB Best Management Practices on 8/21/17 at Burncoat and Doherty High Schools.  
• Mitigation - In response to the visual inspection findings, WPS Facilities Dept. applied missing or damaged over caulking in 3 locations at Burncoat and 1 location at Doherty. Areas where dust accumulations were identified at Burncoat(2) and Doherty(11) were addressed.  
• Capital Improvements - Buildings that had windows and doors replaced in FY17/18 - Jacob Hiatt, Flagg Street, McGrath  
• Training - Annual awareness training on PCB hazards, prevention and cleaning procedures conducted in April 2017  
• Testing - Annual air sampling conducted in April/May 2017.  
• DPH conducted visual inspections on window caulking at Burncoat and Doherty in March/April 2017. | • Inspection - WPS to continue quarterly inspections, annual air sampling, accelerated cleaning program and annual training for Facilities Staff in accordance to School Committee’s Operation and Maintenance Plan.  
• Capital Improvements - Buildings with windows and door replacements to complete in FY18  
  o Grafton Street Buildings 1 & 2  
  o Belmont  
  o Gerald Creamer Center  
  o Wawecus  
  o Chandler Elementary |
| Asbestos Management | • Operational Tools – revised RFP specifications for inspection and design and monitoring of response actions, and selected a new vendor. The work conducted under this new vendor is significantly enhanced from previous vendors’ work.  
• Recordkeeping – Updated, compiled and disseminated Asbestos Management Plans to all buildings in the district  
• Inspections – The new WPS Asbestos contractor conducted 3 year re-inspections fall 2016, and 6-month periodic surveillance Inspections at all buildings in the district in July and August 2017, awaiting reports. This information is the most comprehensive assessment to date.  
• Mitigation  
  o Establish a list of High Priority Response Actions  
  o Contractor took bulk samples of assumed asbestos containing material listed on high priority repair list to determine if remediation is necessary.  
• Training  
  o Environmental Coordinator trained as an inspector and management planner. This extensive training enables him to serves the district’s “Designated Person” as required under AHERA.  
  o provided Asbestos Awareness training to trades and custodians – July 2017 | • Inspection – conduct 6-month periodic surveillance Inspections scheduled early winter 2018  
• Recordkeeping  
  o Contractor is generating a digital database of all Asbestos containing material in district.  
  o File records from response actions  
• Mitigation  
  o Obtain associated costs for mitigation of high priority areas for remediation  
  o Schedule and monitor asbestos response actions (e.g. repair, abatement) for high priority areas and other projects |
# WPS Environmental Management System (EMS) Progress Report
## October 2017

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<thead>
<tr>
<th>EMS Program</th>
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<th>Next Steps/Future Goals</th>
</tr>
</thead>
</table>
| Indoor Air Quality | - Program Development - WPS Facilities Department joined the WPS Nursing Department partnership with City of Worcester and Medical Community under the Prevention Wellness Trust Fund, Pediatric Asthma Project, to improve Indoor Air Quality in the School District. Piloted a program at two elementary schools. Involved:  
  - Inspection/Assessment  
    - Conducted EPA’s Tools for Schools inspection in two school buildings.  
    - Surveyed classroom staff on IAQ issues.  
    - Interviewed principals and HVAC technicians.  
  - Training  
    - Developed and piloted training to school staff to assess their classroom IAQ.  
    - Trained custodians on wet cleaning methods  
  - Mitigation  
    - In process of developing a carpet/rug committee to review safer, healthier alternatives to area rugs in preschool and kindergarten classrooms to reduce asthma triggers. Conducted research into alternative options.  
    - Drafted an IAQ Complaint Response System.  
    - Began development of Operational Tools to address IAQ issues identified.  
    - Began mitigation of identified IAQ and ventilation issues. | - Assessment  
  - Pilot IAQ Complaint System  
  - Continue IAQ assessment in building that request them. The preschool buildings are next in the queue of buildings to be assessed.  
  - Obtain IAQ test equipment and maintain devices  
- Mitigation  
  - Implement Green Cleaning programs for Nutrition and Transportation Dept. under TURI Grant.  
  - Implement Green Cleaning program for School Custodians.  
- Training  
  - Provide training to custodian on IAQ and ventilation.  
  - Provide training to school staff on an as needed basis. |
| Radon | - Created a Radon Environmental Management System at City View when DPH turned operation of the program over to the WPS in 2015.  
  - Phase 1:  
    - Purchased new equipment, install software to track data, and develop management plan and SOW.  
    - Worked with vendor to: install equipment, download and analyze data, and calibrate and repair existing equipment.  
  - Phase 2 – partially brought the program in-house in 2017:  
    - WPS Facilities Dept. developed an inhouse procedure on maintaining the City View Radon Mitigation System | - Monitoring  
  - Continue calibration of 5 RAD7s radon monitoring equipment at City View.  
  - Continue to download data and send for analysis.  
  - Maintain mitigation (fans) and monitoring equipment (RAD& and Drystiks). |
# WPS Environmental Management System (EMS) Progress Report
## October 2017

<table>
<thead>
<tr>
<th>EMS Program</th>
<th>Program Updates</th>
<th>Next Steps/Future Goals</th>
</tr>
</thead>
</table>
| Lead and Copper in Drinking Water | • Recordkeeping – completed MassDEP Drinking Water Checklists.  
• Assessment  
  o LCCA Program  
    • Applied for MassDEP grant for assessment of drinking water.  
    • Worked with MassDEP to map all fixtures, develop sampling plans, and to sample for lead and copper in all fixtures that could be used for drinking water or medicine.  
  o LCR Program - Worcester DPW  
    • Built relationship with DPW and integrated their efforts with WPS.  
    • Assisted DPW with conducting lead and copper sampling for two fixtures at Goddard and Midland on 9/21/17 (1 bubbler and 1 kitchen faucet at each school). All results below action levels.  
• Mitigation  
  o Analyzed results and developed “Action Plans”.  
  o Initial mitigation action plans completed (“hand washing only” signage, daily flushing, taking fixtures off-line.)  
  o Established contract with MassDEP certified lab for drinking water re-testing.  
  o In process of collecting quotes for fixtures identified to be replaced/repaired.  
  o Developed procedure with WPS Plumbers to post “Fixture Under Repair” signage once fixture is replaced until the unit is cleared for lead & copper action levels.  
• Communication - Notified school community of results and “Action Plans”.  
• Monitoring - custodial compliance with flushing requirements. | • Assessment - determine Radon sampling and mitigation needs throughout district.  
• Mitigation  
  o Purchase fixtures for replacement  
  o Re-sample fixtures to ensure drinking water is below action levels for lead & copper.  
  o Provide guidance on maintaining water dispensers  
• Monitoring  
  o Monitor new mitigation and plumbing changes in future.  
  o Continue to monitor custodial flushing of fixtures.  
• Recordkeeping  
  o update sampling results database as new data is generated  
  o update action plans  
• Communication - Provide updated results and actions plans to school community. |
<table>
<thead>
<tr>
<th>EMS Program</th>
<th>Program Updates</th>
<th>Next Steps/Future Goals</th>
</tr>
</thead>
</table>
| Lead Based                  | - Inspections - WPS Facilities teamed up with Worcester Inspectialional Services to conduct lead paint surveys in buildings with PreK facilities that were built prior to 1978, before lead paint was banned. These inspections were conducted during summer break and included the PreK classrooms, cafeterias and egress areas where children under 6 occupy. Four buildings had exceedances of lead-based paint levels, three of those buildings were found to have damaged lead-based paint.  
  - Mitigation  
    - The damaged areas were stabilized by a licensed Lead Renovation, Repair and Painting contractor before students and staff arrived back at school.  
    - Other high priority areas where flaking, damaged paint have been identified, inspected and stabilized including areas at Goddard, Millbury, Greendale, Union Hill. | - Conduct lead paint inspections/sampling at high priority areas going forward and monitor areas where we know lead based paint is present.  
  - Continue to schedule mitigation actions as needed.                                                                 |
## WPS Environmental Management System (EMS) Progress Report
### October 2017

<table>
<thead>
<tr>
<th>EMS Program</th>
<th>Program Updates</th>
<th>Next Steps/Future Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Established hazardous waste areas</strong></td>
<td>• Established hazardous waste areas at many buildings throughout the district including: School Shop, Foley Stadium, buildings generating heating oil waste (Alternative, Harlow, Mill Swan).&lt;br&gt;• Purchased spill materials to set up kits at hazardous waste areas to contain potential spills.&lt;br&gt;• Established a procedure for self-transporting hazardous waste to buildings with larger waste areas to save cost on disposal. This procedure is based on MassDEP regulations.&lt;br&gt;• WPS Facilities Dept. is now participating in the Mercury Recovery Program through the City of Worcester’s Wheelabrator contract. This is a reimbursement program for 100% disposal cost (non-labor time) of mercury containing fluorescent lamps and devices.</td>
<td>• Training - Train facilities tradesmen on how to read Right To Know/SDS guidance documents.&lt;br&gt;• Establish hazardous waste areas at all buildings where hazardous waste is generated.&lt;br&gt;• Set up and stage spill supplies at hazardous waste areas.</td>
</tr>
<tr>
<td><strong>Toxics Use Reduction</strong></td>
<td>• WPS Nutrition, Transportation and Facilities Departments have been awarded a Toxics Use Reduction Institute (TURI) Community grant to pilot:&lt;br&gt;  • A Green Cleaning Program - environmentally preferred cleaning products and practices in School Kitchens and School Busses. These departments will be collaborating with manufacturers of safer cleaning and disinfection products and the TURI Laboratory. The original scope for grant was to pilot 5 School Kitchens, but WPS is now piloting products and practices in all 60 WPS kitchens. The SOW for the school buses will include all WPS operated buses.&lt;br&gt;  • Assessment - Identified products for replacement, and needs for enhanced work practices and personal protection.&lt;br&gt;  • Mitigation - Piloted and reformulated some food service products in a previous pilot. Use these results for grant project.&lt;br&gt;  • Transitioned hazardous cleaning products to new environmentally preferred products, reduced number of products used, implemented new equipment and supplies (to help reduce the quantity and efficiency of products used).&lt;br&gt;  • Training – trained 300 kitchen staff on new procedures, safety systems and Right To Know.</td>
<td>• Training - Train the driver and administrators in the Transportation Department.&lt;br&gt;• Mitigation - Properly inventory and dispose of hazardous products in school nutrition and transportation departments.&lt;br&gt;• Complete transition of greener products for school nutrition and transportation.&lt;br&gt;• Monitoring - Evaluate pilot products, equipment and procedures.</td>
</tr>
</tbody>
</table>
## WPS Environmental Management System (EMS) Progress Report  
**October 2017**

<table>
<thead>
<tr>
<th>EMS Program</th>
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<th>Next Steps/Future Goals</th>
</tr>
</thead>
</table>
| **Integrated Pest Management (IPM)** | - Successfully piloted new “greener” Bru Tab disinfectant for custodial staff. Purchase order placed to provide this safer alternative disinfectant for custodial staff district wide. Working with vendor to provide training prior to rolling out product. Training anticipated at the end of Oct 2017.  
  - Operational Controls  
    - Revised contract specifications for IPM vendor to include a more comprehensive IPM program.  
    - Enhance Integrated Pest Management Practices in the WPS’s Kitchens as part of the TURI Community Grant. See next steps column.  
  - Training – provided IPM training to all Facilities Dept. Staff in July 2017.  
  - Communication – met with current IPM vendor to review the effectiveness of program and to improve current procedures. | - Continue to work with IPM vendor to improve record keeping, inspections, and mitigation methods.  
  - Implement IPM Project - This will involve working with pest control operator to help develop:  
    - Inspection Tools- this internal pest inspection will complement the vendor’s monthly monitoring.  
    - Operational Tools - develop IPM work practices  
    - Training - conduct staff IPM training. |
| **Training** | - Facilities Staff Training (Custodial and Tradesmen)  
  - Right To Know/Asbestos Awareness/IPM/Hazardous Waste Training – 7/24/17 & 7/25/17  
  - Workers Compensation Training – Slips, Trips, Falls – 6/22/17  
  - Worcester Fire Dept. Fire Safety Training – 8/15/17  
  - HVAC Staff hazardous waste training and demonstration -9/26/17.  
  - School Nutrition Dept:  
    - Right to Know/Hazardous Materials/Hazardous Waste/ Cleaning product demonstration on 10/6/17 | - School Nutrition  
  - Integrated Pest Management Training (as part of TURI Grant)  
  - School Transportation  
    - Right to Know/hazardous materials dept. (as part of TURI Grant) |
PCB Management Plan Activities Q1 2018 (July – Sept)

Burncoat and Doherty High School

Cleaning:
- Documentation logs for Custodial accelerated cleaning program were received from Burncoat and Doherty for the months of July, August and September 2017.
- Facilities Dept is in the process of establishing a cleaning inspection program to conduct random cleaning quality audits in WPS' buildings.

PCB Best Management Quarterly Inspection:
WPS’ environmental consultant conducted caulking and dust accumulation assessments at both Burncoat and Doherty on 8/21/2017. Going forward these inspections will be completed on a quarterly basis.

8/21/17 Inspection Results

<table>
<thead>
<tr>
<th></th>
<th>Burncoat High School</th>
<th>Doherty High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Areas Inspected</td>
<td>30</td>
<td>48</td>
</tr>
<tr>
<td>Number of Areas with Incomplete Over-caulking</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Number of Plenum Vents/ Univents in poor condition</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Areas with dust accumulations</td>
<td>2</td>
<td>11</td>
</tr>
</tbody>
</table>

Remediation:
- WPS Facilities Department reapplied over-caulking to all areas noted in the inspection reports that were either damaged or missing.
- WPS Custodial Staff addressed the areas that were identified to contain dust accumulations at both Doherty and Burncoat High Schools.

Air Testing:
No air testing was conducted during this time period.

Removal:
No assumed PCB material was removed during this time period at Burncoat and Doherty.
In addition doors and windows at other buildings in the district assumed to have PCB caulking were abated or are planned to be abated in fiscal year 2018. See following buildings and their progress to date.

- Jacob Hiatt – abatement complete
- Flagg Street – abatement complete
- Grafton Street Buildings 1 & 2 – windows installed, doors will be complete in October
- Francis McGrath – abatement complete
- Belmont – in progress
- Gerald Creamer – in progress
- Wawecus – in progress
- Chandler Elementary – in progress

**Staff and Parent Involvement:**

No cleaning or remediation complaints were received or responded to during this time period.

**Other Maintenance Activities:**

- All Doherty univents were cleaned using a HEPA vacuum during summer break. All univent air filters were replaced at Doherty High School by WPS Facilities Department.
Massachusetts Model System for Educator Evaluation

DRAFT TEACHER RUBRIC
July 2017 Refinements

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu
Dear Educators,

We are excited to share with you the following draft teacher rubric for your consideration. The Model Classroom Teacher Rubric was first introduced in January 2012. Since then, it has been adopted or adapted by over 90 percent of Massachusetts school districts.

The model rubric was never intended to be a static document, and ESE has spent the past four years learning about its use in districts throughout the Commonwealth. Informed by feedback from teachers and principals, as well as recent shifts in instructional approaches related to social-emotional learning and revisions to the state curriculum frameworks, ESE partnered with teachers and principals to conduct a comprehensive study of the rubric during the 2016-17 school year. This draft rubric is the result of this partnership and includes proposed refinements that do the following:

- improve exemplary descriptors,
- streamline redundant content,
- illuminate social-emotional learning competencies within existing rubric language, and
- align practices embodied in the MA curriculum frameworks to rubric elements.

How to read the draft rubric and understand the proposed refinements. The proposed refinements fall into four categories:

- BLUE FONT reflects refinements to the Exemplary descriptor (and corresponding Proficient descriptor updates, when necessary).
- GREEN FONT reflects refinements that remove or clarify redundant content.
- RED FONT reflects refinements that align existing rubric descriptors to social-emotional learning competencies.
- PURPLE FONT reflects refinements that align rubric descriptors to key instructional practices embedded in the Massachusetts curriculum frameworks.

More information about each category and the corresponding refinements can be found here: 
http://www.doe.mass.edu/edeval/sprating/rubricproject/refinements/

What remains the same? The majority of the rubric’s content remains the same. Careful attention was paid to ensure that these refinements do not amount to additional expectations or “one more thing,” but rather strengthen the rubric’s utility, making it more relevant and more actionable for both teachers and their evaluators. The structure of the rubric also remains the same: there are four Standards of Effective Practice, sixteen Indicators, and corresponding elements with descriptions of practice along four performance levels. Finally, the vertical and horizontal alignment of the rubric also remain intact, with the quality, scope and consistency of practice driving the progression from Unsatisfactory through Needs Improvement, Proficient, and Exemplary.

How can I share my feedback on these draft refinements with ESE? ESE is collecting feedback on the proposed refinements throughout the 2017-18 school year. Whether part of a pilot school or district or not, you may share your input here: 
http://www.doe.mass.edu/edeval/sprating/rubricproject/refinements/. Your feedback will directly inform updates to the model rubric as ESE works to finalize refinements and release the new Model Classroom Teacher Rubric in Summer 2018.

Thank you.
Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” (603 CMR 35.02) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model Teacher Rubric.

Structure of the Teacher Rubric

- **Standards**: Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: Curriculum, Planning, and Assessment; Teaching All Students; Family and Community Engagement; and Professional Culture.

- **Indicators**: Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the teacher rubric: Curriculum and Planning; Assessment; and Analysis.

- **Elements**: The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.

- **Descriptors**: Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: Unsatisfactory, Needs Improvement, Proficient, or Exemplary.

Use of the Teacher Rubric

This rubric describes teaching practice. It is intended to be used throughout the 5 step evaluation cycle for all teachers, including teachers of whole classrooms, small groups, individual students, or any combination of the above. The rubric is designed to be applicable to general education teachers from pre-K through Advanced Placement, as well as teachers with specialized classes or knowledge, including teachers of English Language Learners, and special education teachers; districts may also choose to use this rubric for educators in other roles such as specialists.

The responsibilities of teachers to whom this rubric will be applied may vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and Elements that should be high priorities according to that educator’s role and responsibilities as well as his/her professional practice and student learning needs. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. The expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence related to practice in all four Standards, sufficient to support a rating for each Standard. Evaluators may request additional evidence as needed.
## DRAFT Teacher Rubric: 2017 Proposed Refinements

<table>
<thead>
<tr>
<th>Standard I: Curriculum, Planning, and Assessment</th>
<th>Standard II: Teaching All Students</th>
<th>Standard III: Family and Community Engagement</th>
<th>Standard IV: Professional Culture</th>
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</thead>
<tbody>
<tr>
<td>A. Curriculum and Planning Indicator</td>
<td>A. Instruction Indicator</td>
<td>A. Engagement Indicator</td>
<td>A. Reflection Indicator</td>
</tr>
<tr>
<td>2. Child and Adolescent Development</td>
<td>2. Student Engagement</td>
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<td>2. Goal Setting</td>
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<td>3. Well-Structured Unit and Lesson Design</td>
<td>3. Meeting Diverse Needs</td>
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<td>4. Well-Structured Lessons</td>
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<tr>
<td>B. Assessment Indicator</td>
<td>B. Learning Environment Indicator</td>
<td>B. Collaboration Indicator</td>
<td>B. Professional Growth Indicator</td>
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<tr>
<td>2. Adjustments to Practice</td>
<td>2. Collaborative Learning Environment</td>
<td>2. Curriculum Support</td>
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</tr>
<tr>
<td>C. Analysis Indicator</td>
<td>C. Cultural Proficiency Indicator</td>
<td>C. Communication Indicator</td>
<td>C. Collaboration Indicator</td>
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<tr>
<td>3. Sharing Conclusions With Students</td>
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<tr>
<td>D. Expectations Indicator</td>
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<td>D. Decision-Making Indicator</td>
</tr>
<tr>
<td>2. Access to Knowledge</td>
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<tr>
<td>C. Collaboration Indicator</td>
<td>C. Communication Indicator</td>
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<td>E. Shared Responsibility Indicator</td>
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<tr>
<td>D. Decision-Making Indicator</td>
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<td>F. Professional Responsibilities Indicator</td>
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<tr>
<td>1. Decision-making</td>
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<td>1. Judgment</td>
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<tr>
<td>2. Reliability and Responsibility</td>
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<td>2. Reliability and Responsibility</td>
</tr>
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</table>

### How to reference 2017 draft refinements:
- **BLUE FONT** reflects refinements to the Exemplary descriptor (and corresponding Proficient descriptor updates, when necessary)
- **GREEN FONT** reflects refinements designed to eliminate redundant content
- **RED FONT** reflects refinements designed to align existing practices to social-emotional learning
- **PURPLE FONT** reflects refinements designed to align existing practices to the Massachusetts curriculum frameworks

ESE Draft Model Rubric for Teachers  
July 2017
Standards and Indicators of Effective Teaching Practice:
DRAFT Teacher Rubric (2017 Proposed Refinements)

**Standard I: Curriculum, Planning, and Assessment.** The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

**Indicator I-A.** Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

<table>
<thead>
<tr>
<th>I-A. Elements</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
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</tr>
</thead>
<tbody>
<tr>
<td>I-A-1. Subject Matter Knowledge</td>
<td>Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary.</td>
<td>Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary.</td>
<td>Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.</td>
<td>Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.</td>
</tr>
<tr>
<td>I-A-2. Child and Adolescent Development</td>
<td>Demonstrates little or no knowledge of developmental levels of students in this grade or subject, or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.</td>
<td>Demonstrates knowledge of developmental levels of students in this grade or subject, but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to problem-solve, make responsible decisions, and move toward meeting intended outcomes.</td>
<td>Demonstrates knowledge of the developmental levels of students in this grade or subject and the different ways they learn by providing differentiated learning experiences that enable all students to problem-solve, make responsible decisions, and progress toward meeting intended outcomes.</td>
<td>Demonstrates expert knowledge of the developmental levels of students in this grade or subject, as well as the teacher's own students, and uses this knowledge to differentiate and expand learning experiences that enable all students to problem-solve, make responsible decisions, and make significant progress toward meeting intended outcomes. Models this practice for others.</td>
</tr>
</tbody>
</table>

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Standards and Indicators of Effective Teaching Practice:  
DRAFT Teacher Rubric (2017 Proposed Refinements)

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<tbody>
<tr>
<td>I-A-3. Well-Structured Unit and Lesson Design</td>
<td>Plans individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula; and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills.</td>
<td>Designs units of instruction comprised of lessons that address some knowledge and skills defined in state standards/local curricula and include some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging.</td>
<td>Designs standards-based units comprised of well-structured lessons that include challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others.</td>
<td>Designs standards-based units comprised of well-structured lessons that include challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others.</td>
</tr>
<tr>
<td>I-A-4. Well-Structured Lessons</td>
<td>Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.</td>
<td>Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.</td>
<td>Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.</td>
<td>Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student’s needs that meet the needs of all students. Models this practice for others.</td>
</tr>
</tbody>
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Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

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<tbody>
<tr>
<td>I-B-1. Variety of Assessment Methods</td>
<td>Administers only the assessments required by the school and/or measures only point-in-time student achievement.</td>
<td>May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.</td>
<td>Uses a variety of informal and formal methods and assessments, including common interim assessments, to measure students’ learning, growth, and progress toward achieving state/local standards.</td>
<td>Designs and administers a comprehensive system of informal and formal assessments, including common interim assessments and ongoing progress monitoring methods, to measure each student’s learning, growth, and progress toward achieving state/local standards. Models this practice for others.</td>
</tr>
<tr>
<td>I-B-2. Adjustment to Practice</td>
<td>Makes few adjustments to practice based on formal and informal assessments.</td>
<td>May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.</td>
<td>Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.</td>
<td>Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others.</td>
</tr>
</tbody>
</table>

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### Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

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</thead>
<tbody>
<tr>
<td>I-C-1. Analysis and Conclusions</td>
<td>Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards.</td>
<td>Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.</td>
<td>Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to inform instructional decisions and improve student learning.</td>
<td>Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data to inform short- and long-term instructional decisions that improve learning for all students. Models this practice for others.</td>
</tr>
<tr>
<td>I-C-2. Sharing Conclusions With Colleagues</td>
<td>Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.</td>
<td>Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning.</td>
<td>Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.</td>
<td>Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about instructional and assessment practices that will support improved student learning. Is able to model this element.</td>
</tr>
<tr>
<td>I-C-3. Sharing Conclusions With Students</td>
<td>Neither provides nor solicits feedback from students about their performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.</td>
<td>Provides some feedback to students about performance beyond grades but rarely shares strategies or solicits feedback from students on how to improve their performance toward objectives.</td>
<td>Based on assessment data, provides descriptive feedback to students and families, engages them in constructive conversation, and seeks feedback that focuses on how students can improve their performance.</td>
<td>Establishes regular feedback loops with students and families that support constructive conversation about student performance, progress, and improvements based on assessment data. Models this practice for others.</td>
</tr>
</tbody>
</table>

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**Standards and Indicators of Effective Teaching Practice:**
**DRAFT Teacher Rubric (2017 Proposed Refinements)**

**Standard II: Teaching All Students.** The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

### Indicator II-A. Instruction
Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>II-A-1. Quality of Effort and Work</td>
<td>Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.</td>
<td>May states high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.</td>
<td>Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.</td>
<td>Consistently demonstrates high expectations for the quality of student work and the perseverance and effort required to produce it; supports students to set high expectations for themselves and for each other to produce high-quality work. Models this practice for others.</td>
</tr>
<tr>
<td>II-A-2. Student Engagement</td>
<td>Uses instructional practices that leave most students uninvolved and/or passive participants.</td>
<td>Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.</td>
<td>Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.</td>
<td>Consistently uses instructional practices that motivate and engage all students both during the lesson and independent work. Models this practice for others.</td>
</tr>
<tr>
<td>II-A-3. Meeting Diverse Needs</td>
<td>Uses limited and/or inappropriate practices to accommodate differences.</td>
<td>May use some appropriate inclusive practices to accommodate differences, but fails to address an adequate range of differences.</td>
<td>Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students’ learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.</td>
<td>Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students’ learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.</td>
</tr>
</tbody>
</table>

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## Standards and Indicators of Effective Teaching Practice:
### DRAFT Teacher Rubric (2017 Proposed Refinements)

**Indicator II-B. Learning Environment:** Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

<table>
<thead>
<tr>
<th>II-B. Elements</th>
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<tbody>
<tr>
<td><strong>II-B-1. Safe Learning Environment</strong></td>
<td>Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning.</td>
<td>May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students’ learning.</td>
<td>Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.</td>
<td>Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others.</td>
</tr>
<tr>
<td><strong>II-B-2. Collaborative Learning Environment</strong></td>
<td>Makes little effort to teach relationship and communication skills or facilitate student work in groups, or such attempts are ineffective.</td>
<td>Teaches some relationship and communication skills by providing some opportunities for students to work in groups and facilitating meaningful discourse.</td>
<td>Develops students’ relationship and communication skills by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic discourse.</td>
<td>Develops and reinforces students’ relationship and communication skills by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic discourse, such that students regularly seek out their peers as resources. Models this practice for others.</td>
</tr>
<tr>
<td><strong>II-B-3. Student Motivation</strong></td>
<td>Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.</td>
<td>Creates some learning experiences that guide students to identify needs, ask for support, exercise self-management, and challenge themselves to take academic risks.</td>
<td>Regularly creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; exercise self-management; and challenge themselves to learn.</td>
<td>Consistently supports all students to identify strengths, interests, and needs; set and pursue learning goals; ask for support when appropriate; take academic risks; exercise self-management; challenge themselves; and monitor their own progress. Models this practice for others.</td>
</tr>
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## Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected.

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<tr>
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</thead>
<tbody>
<tr>
<td>II-C-1. Creates and Maintains a Respectful Environment</td>
<td>Establishes an environment in which students demonstrate limited respect for individual differences, and fails to identify and/or responds in inappropriate ways when conflicts arise.</td>
<td>Establishes an environment in which students generally demonstrate respect for individual differences; anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.</td>
<td>Establishes an environment in which students demonstrate respect for and affirm their own (self-awareness) and others’ (social awareness) differences related to background, identity, language, strengths, and challenges, and responds appropriately if/when conflicts or misunderstandings arise related to such differences.</td>
<td>Establishes an environment in which students respect and affirm their own (self-awareness) and others’ (social awareness) differences and are supported to share, explore, and initiate dialogue about differences and similarities related to background, identity, language, strengths, and challenges. Responds appropriately if/when conflicts or misunderstandings arise related to such differences. Models this practice for others.</td>
</tr>
<tr>
<td>II-C-2. Maintains Respectful Environment</td>
<td>Minimizes or ignores conflicts and/or responds in inappropriate ways.</td>
<td>Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.</td>
<td>Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.</td>
<td>Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Models this practice for others.</td>
</tr>
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## Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

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<tbody>
<tr>
<td>II-D-1. Clear</td>
<td>Does not make specific academic and behavior expectations clear to students.</td>
<td>May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.</td>
<td>Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.</td>
<td>Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that all students are able to describe them and take ownership of meeting them. <strong>Models this practice for others.</strong></td>
</tr>
<tr>
<td>Expectations</td>
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<tr>
<td>II-D-1. High</td>
<td>Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material.</td>
<td>Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability.</td>
<td>Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.</td>
<td>Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. <strong>Models this practice for others.</strong></td>
</tr>
<tr>
<td>High Expectations</td>
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<tr>
<td>II-D-2. Access to</td>
<td>Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.</td>
<td>Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.</td>
<td>Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.</td>
<td>Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities; models approaches that lead students to access knowledge on their own as well. <strong>Models this practice for others.</strong></td>
</tr>
<tr>
<td>Knowledge</td>
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### Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.

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<tbody>
<tr>
<td>III-A-1. Parent/Family Engagement</td>
<td>Does not welcome families to become participants in the classroom and school community or actively discourages their participation.</td>
<td>Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.</td>
<td>Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and/or school community.</td>
<td>Successfully engages all families using a variety of strategies that results in increased and/or more meaningful participation in the classroom and/or school community. Models this practice for others.</td>
</tr>
</tbody>
</table>

### Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

<table>
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<tr>
<td>III-B-1. Learning Expectations</td>
<td>Does not inform families about learning or behavior expectations.</td>
<td>Sends home only a list of classroom rules and the learning outline or syllabus for the year.</td>
<td>Consistently provides families with clear, user-friendly expectations for student learning and behavior.</td>
<td>Successfully communicates to families student learning and behavior expectations and their purposes, such that they can be readily reinforced at home. Models this practice for others.</td>
</tr>
<tr>
<td>III-B-2. Curriculum Support</td>
<td>Rarely, if ever, communicates with parents on ways to support children at home or at school.</td>
<td>Sends home occasional suggestions on how parents can support children at home or at school.</td>
<td>Regularly updates families on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.</td>
<td>Regularly updates families on curriculum throughout the year, and successfully prompts most families to use one or more suggested strategies for supporting learning at school and home. Consistently seeks out feedback and evidence of impact. Models this practice for others.</td>
</tr>
</tbody>
</table>

### Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

*Note*: At the Exemplary level, an educator’s level of expertise is such that he or she models this element for other educators through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Models this practice for others.”

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July 2017
<table>
<thead>
<tr>
<th>III-C. Elements</th>
<th>Unsatisfactory</th>
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</tr>
</thead>
<tbody>
<tr>
<td>III-C-1. Two-Way Culturally Proficient Communication</td>
<td>Communicates with or responds to families only through report cards, and/or communicates with families inappropriately or disrespectfully; makes no effort to understand different home languages, cultures, and values.</td>
<td>Relies primarily on newsletters and other one-way media to communicate with families; usually responds promptly and respectfully to communications from families, but demonstrates inconsistent or little understanding of different home languages, cultures, and values.</td>
<td>Regularly communicates with families about student learning and performance, and invites and responds promptly to communications from families while demonstrating understanding of and respect for different home languages, cultures, and values.</td>
<td>Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of appreciation for different families’ home language, culture, and values. Models this practice for others.</td>
</tr>
<tr>
<td>III-C-2. Culturally Proficient Communication</td>
<td>Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.</td>
<td>May communicate respectfully and make efforts to take into account different families’ home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.</td>
<td>Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families’ home language, culture, and values.</td>
<td>Always communicates respectfully with families and demonstrates understanding of and appreciation of for different families’ home language, culture, and values. Models this practice for others.</td>
</tr>
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Standards and Indicators of Effective Teaching Practice: 
DRAFT Teacher Rubric (2017 Proposed Refinements)

Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

### Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

<table>
<thead>
<tr>
<th>IV-A. Elements</th>
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</tr>
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<tbody>
<tr>
<td>IV-A-1. Reflective Practice</td>
<td>Demonstrates limited reflection on practice and/or use of insights gained to improve practice.</td>
<td>May reflect on the effectiveness of lessons/units and interactions with students by oneself, but not with colleagues, and/or rarely uses insights to improve practice.</td>
<td>Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.</td>
<td>Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues insights gained to improve practice and student learning. Is able to model this element.</td>
</tr>
<tr>
<td>IV-A-2. Goal Setting</td>
<td>Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.</td>
<td>Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.</td>
<td>Proposes and monitors challenging, measurable professional practice and student learning goals that are based on thorough self-assessment and analysis of student learning data.</td>
<td>Individually and with colleagues proposes and monitors challenging, measurable goals that are based on thorough self-assessment and analysis of student learning data, and that elevate the practice of the educator(s) as well as the students. Models this practice for others.</td>
</tr>
</tbody>
</table>

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Standards and Indicators of Effective Teaching Practice:  
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### Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>IV-B-1. Professional Learning and Growth</td>
<td>Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.</td>
<td>Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.</td>
<td>Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.</td>
<td>Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources in a way that builds expertise of self and other educators, and improves student learning; assumes different instruction and leadership responsibilities. Is able to model this element.</td>
</tr>
</tbody>
</table>

### Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>IV-C-1. Professional Collaboration</td>
<td>Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning.</td>
<td>Does not consistently collaborate with colleagues in ways that support productive team effort.</td>
<td>Consistently and effectively collaborates with colleagues on a wide range of tasks, including but not limited to developing standards-based units and well-structured lessons, examining student work, analyzing student performance, and planning appropriate intervention.</td>
<td>Effectively leads peer collaboration in areas such as developing standards-based units and well-structured lessons, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element.</td>
</tr>
</tbody>
</table>

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**Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.**

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<thead>
<tr>
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<tbody>
<tr>
<td>IV-D-1. Decision-Making</td>
<td>Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.</td>
<td>May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.</td>
<td>Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.</td>
<td>Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level that are critical to school improvement efforts. <em>Is able to model this element.</em></td>
</tr>
</tbody>
</table>

**Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.**

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<tr>
<td>IV-E-1. Shared Responsibility</td>
<td>Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.</td>
<td>Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.</td>
<td>Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.</td>
<td>Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school, within and beyond the classroom. <em>Is able to model this element.</em></td>
</tr>
</tbody>
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### Standards and Indicators of Effective Teaching Practice:
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#### Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

<table>
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<tbody>
<tr>
<td>IV-F-1. Judgment</td>
<td>Demonstrates poor professional judgment, fails to adhere to the school or district code of ethics, and/or discloses confidential student information inappropriately.</td>
<td>Sometimes demonstrates questionable professional judgment or insufficient knowledge of the school or district’s existing code of ethics, and/or inadvertently shares confidential information.</td>
<td>Demonstrates sound, professional judgment, adheres to the school or district’s existing code of ethics, and protects student confidentiality appropriately.</td>
<td>Models sound, professional judgment, adheres to the school or district’s existing code of ethics, and protects student confidentiality appropriately. Is able to model this element.</td>
</tr>
<tr>
<td>IV-F-2. Reliability &amp; Responsibility</td>
<td>Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.</td>
<td>Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.</td>
<td>Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.</td>
<td>Consistently fulfills all professional responsibilities to high standards. Models this practice for others, including students.</td>
</tr>
</tbody>
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October 5, 2017

Brian Allen
Chief Financial and Operations Officer
Worcester Public Schools
20 Irving St.
Worcester, MA 01609

RE: Impact of National Grid Metering Issue at Roosevelt School

Dear Mr. Allen,

As requested, I have summarized the highlights of our previous discussion below:

On November 28, 2016, National Grid’s Meter Department replaced the meter at the Roosevelt School to enable interconnection of a solar array at this facility. During the process, it was determined that the meter that was replaced had been incorrectly programmed and was capturing only half the energy consumed at this facility. This meter had been installed in 2009 and, therefore, resulted in roughly 7 years of under-billed electrical usage at Roosevelt School.

The under-billed electrical usage at this facility over this 7 year period totaled $343,762.29 (for 2,678,118 kilowatt hours (kWh)).

National Grid is required to account for un-billed electrical usage as part of its fiduciary obligation to Massachusetts ratepayers. However, recognizing the extenuating circumstances related to this particular matter, National Grid has decided to bill the Worcester Public Schools only for the 6 month period prior to the discovery of the incorrect meter constant programming.

When this issue was discovered, the Company briefly suspended the electric account for Roosevelt so that its monthly electric charges were not included on the Schools’ summary billing account until the matter was resolved. Invoices were submitted for this account for service dates from November 7, 2016, through May 8, 2017 and payment of $46,758.81 was received in July.

Due to the reconciliation and rebilling process that needed to occur of the services dates prior to November 2016, the remaining amount owed to National Grid is $26,679.49 (which includes both electric delivery and supply). Also, due to the change with summary billing, invoices for services dates May 9, 2017 through July 10, 2017 remain outstanding in the amount of $15,892.77 and were sent to the district via email in August 2017. The total amount owed through June 30, 2017 is $42,572.26.
As indicated in the previous email, National Grid has received $72,765.21 since the June billing in 2016. The summary of these bills and payments are listed below:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebilling for Electrical Use from June 2016 through December 2016</td>
<td>$58,995.96</td>
</tr>
<tr>
<td>Correct Billing for Electrical Use from January 2017 through July 2017</td>
<td>$56,341.51</td>
</tr>
<tr>
<td>Amount Paid through June 2017</td>
<td>-$72,765.21</td>
</tr>
<tr>
<td><strong>Total Owed Through June 2017</strong></td>
<td><strong>$42,572.26</strong></td>
</tr>
</tbody>
</table>

I welcome you to contact me if you have any questions regarding the information we have provided to date, and I look forward to working with you and your staff to resolve this matter.

Respectfully,

Kevin Shaughnessy
Community & Customer Manager
National Grid
939 Southbridge St.
Worcester, MA 01606