

gb #6-153.10 - Administration/Miss Biancheria/Ms. Colorio/Mr. Foley
(June 21, 2017)

ITEM:

Response of the Administration to the following motions to:

- compare the credits gained from Durham Transportation due to the failure to fulfill contract obligations to the credits received next year with a new person hired to monitor this process

Motion:

Request that the Administration provide a similar updated report in January 2018.

The School Committee has requested that the Administration provide an update on the payment credits assessed to Durham School Services "due to the failure to fulfill contract obligations".

Response:

During FY16, the district agreed to contractual credits totaling \$200,000 resulting primarily from non-functioning cameras, CPI training for drivers and monitors, and driver shortages. During FY17, the district assessed \$225,000 in credits on non-operated routes and for the use of buses beyond contractual age.

Through November 2017, the district has so far calculated and taken payment credits for service from Durham School Services as follows:

Type D (Large) Buses:	\$ 24,638
Mid Size Buses:	\$ 12,800
Wheelchair Buses:	\$ 560
Total Credits Calculated to Date:	\$ 37,998

These credits to date are solely for routes that did not operate (routes consolidated). The district is still calculating liquidated damages for other issues, such as non-working cameras, no bus monitor on bus, and other non-compliance factors. The district will be working with Durham School Services on these credits.

A majority of the consolidated routes to date are the result of buses needed to provide afterschool athletic transportation; Durham does not have sufficient excess drivers to complete both the home-to-school transportation and fulfill the separate athletic transportation contract. The School Committee recently authorized the Administration to lease thirteen 71-passenger buses for the purposes of providing district athletic transportation and limited home-to-school transportation. This should significantly reduce the number of credits that need to be taken next year from Durham.

Item: gb #6-161

Request that the Administration place posters in locations throughout the community to alert the public about the importance of summer reading.

Response:

We did not have posters for the 2016-17 school year.

We gave all students brochures on summer reading. We posted the brochures and summer reading website on the WPS website and all social media.

We put brochures in all of the Worcester Public Libraries and two Barnes & Noble locations.

Through the Office of Curriculum and Professional Learning, the English and Social Studies Liaisons created a brand new WPS Summer Reading website.

The website was highly successful and is evidence of our outreach efforts.

- History: Our summer reading website for Summer 2016 had nearly 6,400 page views from June 1, 2016-May 30, 2017. The website was advertised on the WPS website.
- Building a Better Resource: For Summer 2017, we redesigned the summer reading website and included resources to support parents/families as they help their children read, community events and incentives, as well as access to digital text. The summer reading website was advertised on the WPS website as well as on brochures.
- Exciting Data: From June 1, 2017-Present (9/25/17), there were over 35,500 page views on the redesigned Summer Reading website! That is an increase of over 500% in less than four months!
- The 35,500 + page views translates into over 9,000 unique visitors; and 64.4% are return visitors.
- The summer reading list is translated into multiple languages.

The website: <https://sites.google.com/worcesterschools.net/summerreading>

Motion: gb #6-226.1

Request that the Administration provide a report in March 2017 relative to the pilot SBIRT Program.

Response:

The Pilot SBIRT Program was implemented in two middle schools with relatively consistent results among approximately 600 7th grade students. Of the 289 students enrolled in the 7th grade at BMS, 15 parents opted-out, 260 students were screened, 13 students were considered 'positive', with three students requiring School Adjustment Counselor (SAC) referrals. At SMS, of the 388 7th grade students enrolled, 9 parents opted out, 350 students were screened with 7 'positive' results requiring a brief nurse intervention and 1 referral to the SAC. The two school nurses, School-based Health Center Nurse Practitioner (NP), and two guidance counselors at each school conducted the screenings, requiring approximately 2.5 days at BMS and 3.5 days at SMS. Substitute nurses were hired to cover the nursing offices during the days of screening. The Nursing Department prepared a Parent Information PowerPoint on SBIRT in schools with one parent present at BMS and two parents at SMS. The BMS SBIRT team and Principal Lisa Houlihan debriefed at the end of each day and report that the process was simple and well-received.

Item: gb #6-377

To review compliance of the Worcester Public Schools websites with the Web Content Guidelines 2.0, developed by the Web Accessibility Initiative of the World Wide Web Consortium.

Response:

The Worcester Public Schools uses a content editor called Drupal, version 7. Drupal 7 is designed to support the development of sites that comply with Web Content Accessibility Guidelines (WCAG) 2.0 and Authoring Tool Accessibility Guidelines (ATAG 2.0). The district's online media specialist follows best practices in order to make the district website accessible by all.

The district uses an online tool to evaluate the accessibility of our site. This tool can be found at:

<http://wave.webaim.org/report#/www.worcesterschools.org>

Occasionally a new piece of content on the site produces an error which can be flagged and corrected. The district is aware of the standards and will continue to post web content that complies with the standards. Any future redesign's of the website will have ADA compliance language included in the specification. In addition, we have posted a message on the footer of our site that reads:

"The Worcester Public Schools is continually working to provide a website that is ADA compliant. If you find an item that is not ADA compliant, please email webmaster@worc.k12.ma.us"

Item: gb #6-385

To consider entering into one or more net metering credit purchase agreements, to reduce electricity procurement costs.

Response:

The Administration continues to explore net metering credit purchase agreements with favorable terms and savings to the district. To date, no external agreements have been reached. However, the School Department has an agreement with the City of Worcester for net metering from the city's solar array farm (located at the former landfill location).

These solar credits are included in the FY18 budget and are expected to cover 1.6 million kilowatts at the following schools:

- Claremont/Woodland Academies
- Doherty Memorial High School
- Forest Grove Middle School
- North High School (partial)
- Quinsigamond Elementary School
- Worcester Technical High School

This is in addition to the solar arrays installed at the following schools through the city's ESCo agreement with Honeywell that provides for partial savings in direct electrical usage totaling approximately 1.3 million kilowatts:

- Burncoat High School
- North High School
- Worcester Technical High School
- Forest Grove Middle School
- Sullivan Middle School
- Belmont Street School
- Chandler Magnet School
- Elm Park Community School
- Norrback Avenue School
- Roosevelt Elementary

In addition, Nelson Place is finalizing solar array installation with the goal of making the school net zero costs for electricity (approximately 182,000 kilowatts).

Based on current rates, the FY18 budget reflects savings totaling \$475,000 through the use of the city and school solar credits.

Opportunities for energy savings through net metering or other means are carefully considered. Any future projects or agreements that result in energy savings will be provided to the School Committee.

Motion: gb #7-95.1

Request that the when the report on summer schools for middle and high schools is provided to the School Committee that it include the following dates and times:

- that the mobile libraries will be at the parks
- that the food trucks will be at the parks

Response:

The Worcester Pubic Schools USDA Summer Meal Programs 2017 had three summer trucks serving 26 sites throughout the city with free healthful meals to anyone under the age of 18 years commencing immediately after the closing of school on June 23, 2017 until school opening on August 26, 2017 per schedule below:

		Monday & Friday		Saturday	
		start	end	start	end
Beaver Brook Farmers Mkt. 306 Chandler Street Worcester, MA 01606	lunch:	12:45 p.m.	1:00 p.m.		
University Park Farmers Mkt. 306 Chandler Street Worcester, MA 01606	lunch:			11:15 a.m.	11:45 a.m.
Crompton Park 15 Windsor Street Worcester, MA 01610	bkfst: supper:	11:00 a.m. 4:45 p.m.	11:30 a.m. 5:45 p.m.	10:30 a.m. 4:30 p.m.	11:00 a.m. 5:30 p.m.
Tatnuck Library 1083 Pleasant Street Worcester, MA 01602	lunch:	11:30 a.m.	11:45 a.m.		
City of Worcester Main Library 3 Salem Square/Street Worcester, MA 01608	lunch:	12:30 p.m.	12:55 p.m.	12:00 p.m.	12:15 p.m.
Goddard Library 14 Richards Street Worcester, MA 01605	bkfst: supper:	9:00 a.m. 2:00 p.m.	9:15 a.m. 2:10 p.m.		
Central YMCA 766 Main Street Worcester, MA 01610	bkfst: supper:	8:30 a.m. 11:45 a.m.	8:45 a.m. 12:15 p.m.		
Greendale Y 75 Shore Drive Worcester, MA 01606	bkfst: supper:	8:00 a.m. 12:00 p.m.	8:30 a.m. 12:30 p.m.		

<p>Tacoma Street Playground 287-339 Tacoma Street, <i>corner of Clark</i> Worcester, MA 01605</p>	lunch:	1:40 p.m.	1:55 p.m.	1:10 p.m.	1:15 p.m.
<p>Great Brook Valley Library 89 Tacoma Street Worcester, MA 01605</p>	supper:	2:00 p.m.	2:15 p.m.	1:20 p.m.	1:30 p.m.
<p>Bennett Field 1268 Main Street Worcester, MA 01606</p>	supper:	2:00 p.m.	2:20 p.m.	12:35 p.m.	12:50 p.m.
<p>Burncoat Library/Playground 526 Burncoat Street Worcester, MA 01606</p>	supper:	2:30 p.m.	2:45 p.m.		
<p>East Park 180 Shrewsbury Street Worcester, MA 01604</p>	supper:	4:00 p.m.	4:30 p.m.	2:15 p.m.	2:40 p.m.
<p>Greenwood Park 14 Forsberg Street Worcester, MA 01607</p>	supper:	4:05 p.m.	4:35 p.m.	3:00 p.m.	3:20 p.m.
<p>Shine Pool 184 Providence Street Worcester, MA 01604</p>	supper:	4:15 p.m.	5:00 p.m.	3:30 p.m.	4:15 p.m.
<p>Camp Street Playground 47 Camp Street Worcester, MA 01603</p>	supper:	4:50 p.m.	5:15 p.m.		
<p><i>June 26th – 30th August 1st – 12th</i> Skyhawks at Beaver Brook 9 Mann Street Worcester, MA 01602</p>	bkfst:	8:45 a.m.	9:00 a.m.		
	lunch:	12:30 p.m.	12:45 p.m.		
<p><i>Start: July 1st</i> Bell Pond 238 Belmont Street Worcester, MA 01605</p>	supper:	3:00 p.m.	3:15 p.m.	1:45 p.m.	2:05 p.m.
<p><i>Start: July 5th</i> University Park 965 Main Street Worcester, MA 01603</p>	supper:	2:20 p.m.	2:35 p.m.		

Start: July 5th
Grant Square Park
15 Windsor Street
Worcester, MA 01605

supper: 2:40 p.m. 2:50 p.m.

Start: July 5th
Beaver Brook Park
9 Mann Street
Worcester, MA 01602

supper: 3:05 p.m. 3:15 p.m.

Start: July 5th
Vernon Hill Park
87 Providence Street
Worcester, MA 01604

supper: 3:20 p.m. 3:50 p.m.

Start: July 5th
Logan Park
539 Mill Street
Worcester, MA 01602

supper: 3:30 p.m. 3:40 p.m.

Start: July 5th
Lake Park
281 Lake Avenue
Worcester, MA 01604

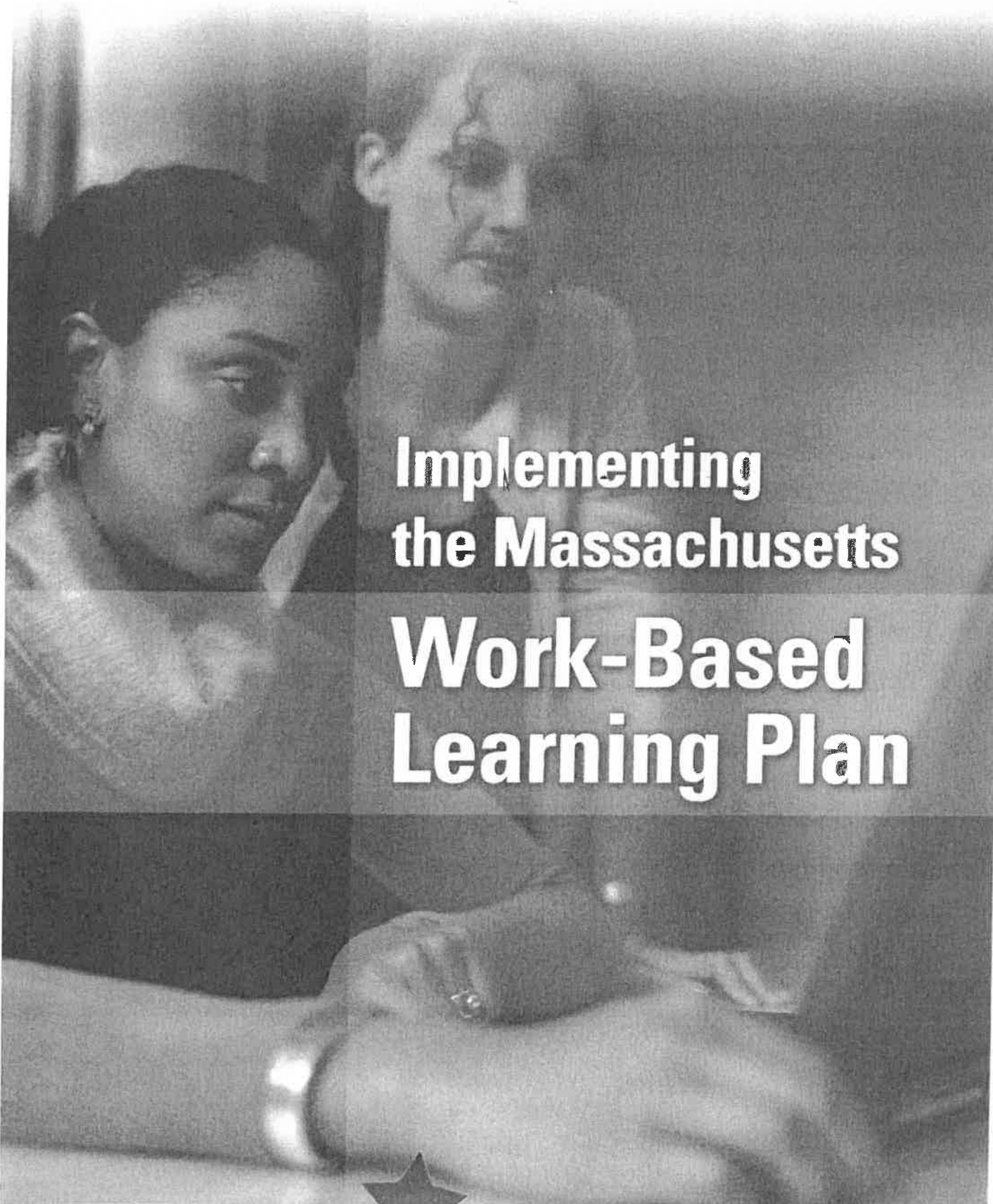
supper: 3:30 p.m. 3:50 p.m.

*July 10th – 21st July 31st
– August 4th*
Skyhawks at Green Hill Park
50 Skyline Drive
Worcester, MA 01605

bkfst: 8:45 a.m. 9:00 a.m.
lunch: 12:30 p.m. 12:45 p.m.

July 24th – 28th
Skyhawks at University Park
965 Main Street
Worcester, MA 01603

bkfst: 8:45 a.m. 9:00 a.m.
lunch: 12:30 p.m. 12:45 p.m.



**Implementing
the Massachusetts
Work-Based
Learning Plan**



Massachusetts Work-Based Learning Plan

Participant's Name: _____	Worksite Supervisor Name: _____
Participant's Email: _____	Worksite Supervisor Email: _____
Participant's ID Number: _____	School / Program: _____
Job Title: _____	Staff / Teacher Name: _____
Worksite: _____	Start Date: _____ End Date: _____

JOB DESCRIPTION – Tasks, responsibilities, projects:

EMPLOYABILITY SKILLS

The employability skills below are essential in every work environment throughout one's career. Please discuss and review these skills at least twice during this work-based learning experience, in a first, baseline review and in a second review near the end of the work-based learning experience. (Two reviews to capture growth -- Be objective!)

KEY

- 1 = Performance Improvement Needed: Needs to have a strategy to improve this skill
- 2 = Developing: Developing this skill; learning to address challenges related to this skill; aware of next steps needed to develop this skill
- 3 = Competent: Demonstrates this skill; aware of the importance of this skill
- 4 = Proficient: Consistently demonstrates this skill; shows initiative to learn about, enhance or apply this skill
- 5 = Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

SKILL	PERFORMANCE EXPECTATIONS	REVIEWS		COMMENTS Notes, goals, and reflections for Review #1 and Review #2
		Use 1-5 Scale (See Key Above)		
Attendance and Punctuality	<ul style="list-style-type: none"> • Arrives on time and prepared for work • Provides sufficient notice if unable to report for work 	Rev #1		
		Rev #2		
Motivation and Initiative	<ul style="list-style-type: none"> • Participates fully in tasks or projects from start to finish • Initiates interaction with supervisor for next task or project upon successful completion of previous one 	Rev #1		
		Rev #2		
Communication	<ul style="list-style-type: none"> • Communicates effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers • Demonstrates active listening skills; focuses attentively, makes eye contact or other affirming gestures, confirms understanding and follows directions 	Rev #1		
		Rev #2		
Teamwork and Collaboration	<ul style="list-style-type: none"> • Works productively with co-workers, individually and in teams; support organization's mission and goals • Accepts direction and constructive feedback with positive attitude 	Rev #1		
		Rev #2		
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> • Notices and identifies challenges and problems that arise in the workplace • Brings concerns to attention of supervisors when appropriate • Develops solutions to challenges and problems by analyzing available information and looking at options, guided by expectations for the position and goals of the organization 	Rev #1		
		Rev #2		
Workplace Policy, Culture and Safety	<ul style="list-style-type: none"> • Exhibits understanding of workplace culture and policy • Dresses appropriately for position and duties • Practices personal hygiene appropriate for position and duties • Follows professional standards for use of computers, phones and social media • Respects confidentiality • Complies with health and safety rules for the workplace 	Rev #1		
		Rev #2		

WORKPLACE & CAREER SPECIFIC SKILLS

Select three to five skills that will be a focus for this work-based learning experience. Choose from the following lists or identify other skills relevant to the specific workplace or career goals. Skill definitions are available in the resource guide and the online screens. See <http://massconnecting.org/wbip>

Career / Engagement Skills

- Active Learning
- Collecting and Organizing Information
- Creativity
- Customer Service
- Leadership
- Project Management
- Public Speaking / Presentations
- Teaching/Instructing
- Time Management
- Understanding All Aspects of the Industry

Digital Literacy Skills

- Computer Technology
- Database Use
- Graphic Design
- Media Literacy
- Office Suite Software
- Photo Editing
- Software Development
- Spreadsheet Use
- Web Development
- [Or industry specific technology]

Applied Academic Skills

- Applied Mathematics
- Reading
- Research and Analysis
- Writing

STEM-Related Skills

- Engineering Concepts
- Environmental Literacy
- Health Literacy
- Research and Analysis
- Science Lab Concepts

Technical / Career-Specific Skills

- Applied Arts and Design
- Blueprint Reading
- Child Development
- Cooking / Culinary Arts
- Early Childhood Math/Reading Literacy
- Equipment Operation
- Landscaping
- Maintenance / Repair / Painting
- Medical Office Skills
- [Or other skills applicable to the work experience]

SKILL	SKILL DEFINITION	REVIEWS		COMMENTS
		USE 1-5 SCALE (See Key Above)		
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		

COMMENTS & SIGNATURES

REVIEW #1:

REVIEW #2:

Participant Signature: _____

Participant Signature: _____

Supervisor Signature: _____

Supervisor Signature: _____

Staff Signature: _____

Staff Signature: _____

Date: _____

Date: _____

Using the Massachusetts Work-Based Learning Plan

The Work-Based Learning Plan (WBLP) is a diagnostic, goal-setting and assessment tool designed to drive learning and productivity on the job.



Getting Started

Fill in the heading on the first page.

Write a brief job description for the position.

Identify some of the Workplace and Career Specific Skills relevant to this job and to the participant and briefly describe the skills and related tasks. Choose as many or as few skills in this section as you wish.

Discuss the skills in Section 1: Foundation Skills and Section 2: Workplace and Career Specific Skills with the participant.

On the Computer . . .

- The Work-Based Learning Plan (WBLP) is available in the Online Work-Based Learning Database at <https://masswbl.org>. See the resource pages at <http://skillspages.com/masswbl> for more information about registering for a username and password and using the database to create WBLPs.
- The Online WBL Database provides resources to support quality work experiences, including a bank of sample job descriptions, skills and tasks, a rubric to assist with reviews, and an online reflection journal that allows participants to write and save reflections about their work. Supervisors, program staff and participants can collaborate to create the WBLP, conduct reviews and write goals and reflections.
- The WBLP is also available as a Word document, available from the resource pages at <http://skillspages.com/masswbl>.

First Review

Have a first review early in the internship. This is considered a "diagnostic" review, providing a baseline rating that indicates where the student started.

- From the database, supervisors or program staff can open the review screen, fill in the review and write goals and comments. Participants can add reflections as well.

Second Review

Have a second review toward the end of the internship. This review provides an opportunity to identify skill gains and make suggestions for future learning and growth.

- Use the same process to conduct second reviews in the database. Additional reviews may be added as desired.

WBLP EXAMPLES: Specific Workplace and Career Skills

The following examples, highlighting three of the specific workplace and career skills in Section 2 of the Work-Based Learning Plan, show how certain key skills are used differently across a wide range of placements. These, and additional examples, are also available online at www.doe.mass.edu/connect or www.skillslibrary.com/wbl.htm.

Sample "Specific Career and Workplace Skills" from Section 2

<i>Job Title</i>	<i>Skill</i>	<i>Skill/Task Description</i>
Auto Technician	Interacting with Customers or Clients	Greets customers, schedules appointments and calls each individual customer for service.
Cosmetology Intern	Interacting with Customers or Clients	Perform client consultation about length, color, and style of cut desired. Discuss other services such as facials and manicures. Advise client to seek medical attention for any chronic and/or contagious scalp conditions if necessary. Record client information.
Dietary Aide	Interacting with Customers or Clients	Student will act professionally and courteously while serving residents meals and snacks.
Graphics On-Site Intern	Interacting with Customers or Clients	Perform appropriate communication skills with clients; take messages; communicate and document changes to job(s).
Horticulture On-Site Intern	Interacting with Customers or Clients	Perform appropriate communication skills in a sales setting such as: polite and courteous manner; offer assistance in plant choice; communicate price; close sale (cash register).
Rental Center Sales Associate	Interacting with Customers or Clients	Learn the seven steps of customer service. Learn proper cash handling procedures.
Veterinary Technician	Interacting with Customers or Clients	Greets customers with pets; asks pertinent questions regarding visit.
Accounting Intern	Mathematics and Numeric Analysis	Receive the monthly phone bill, allocate costs to the appropriate departments, and distribute an accurate bill to each department
Cashier / Customer Service Associate	Mathematics and Numeric Analysis	Use calculators to efficiently count the end of the nights revenue. Make sure that the numbers balance.
Construction Tech On-Site Intern	Mathematics and Numeric Analysis	Apply basic carpentry math principles; determine true measurements from a print using an Architect's scale; measuring and layout procedures and applications.
Counselor, Youth Recreation Program	Mathematics and Numeric Analysis	Keeps score for pool tournaments, board games.
Legal Assistant	Mathematics and Numeric Analysis	Review settlement statements for accuracy.
Operations Assistant	Mathematics and Numeric Analysis	Assist with travel expenses and payrolls.
Construction Coop Student	Collecting and Organizing Information	Assembling, organizing, and binding various documents for submission to contractors.
History Department Admin. Assistant	Collecting and Organizing Information	Maintain hallway display case, creating and coordinating a series of displays.
Horticulture On-Site Intern	Collecting and Organizing Information	Plan ahead for plant sale. Schedule what to grow and when to order materials. Compose inventory of materials on hand. Order needed materials.
Theatre Intern	Collecting and Organizing Information	Collect and organize information relating to auditions, props and cast member schedules.

WBLP EXAMPLES: Career and Technical Positions

The following examples are excerpted from Work-Based Learning Plans for students enrolled in career and technical programs. These, and additional examples, are also available online at www.doe.mass.edu/connect or www.skillslibrary.com/wbl.htm.

Sample job descriptions

<i>Job Title</i>	<i>Job Description</i>
Allied Health Intern	Intern will perform a variety of tasks associated with the position of Nursing Assistant. Responsibilities include but are not limited to: measuring and recording vital signs; assisting with nutritional and elimination needs; assisting with patient safety, positioning, and mobility; personal care and comfort measures. Strict adherence to infection control measures is required as well as response to basic emergency procedures.
Culinary Intern	Intern will perform a variety of tasks in the culinary arts field including but not limited to: preparing foods for cooking; preparing meats, poultry, and seafood; preparing salads, sandwiches, and beverages; and preparing bakery items. Intern will also apply fundamentals of menu planning, ordering, receiving, and storage. Fundamental knowledge of food service industry required such as knowledge of basic terminology in food service; identify standards of personal hygiene, sanitation, and safety; identify liquid and dry measures; identify ingredients used for cooking and baking; and the ability to read and follow a standard recipe.
Electrical Wiring Intern	Student will work in the electrical wiring field to complete jobs for the City (DPW, Park & Rec, Public Works) and other local organizations. Duties include but are not limited to: plan layout and draw sketches of electrical systems; install or connect conduit (piping), junction boxes, wiring and electrical fixtures; repair or replace faulty wiring, equipment and fixtures. Test electronic components using ammeters, voltmeters, oscilloscopes, and other equipment. Use hand tools, power equipment, and measuring devices to get the job done. Follow federal, state, and local electrical and building codes when planning and conducting work.

Sample "Specific Career and Workplace Skills" from Section 2

<i>Job Title</i>	<i>Skill</i>	<i>Description</i>
Allied Health Intern	Body Mechanics, Patient Safety, Position, and Mobility	Proper body mechanics for personal/resident safety; turning and positioning patient; moving patient to head of bed; assisting patient to dangle; applying transfer belt; transferring bed to chair with 1 and 2 assists; independent transfer, standby assist; transferring bed to stretcher; transferring patient with mechanical lift; assisting patient to walk with cane or walker; transporting patient by wheelchair; assisting falling patient; performing range of motion exercises; making a closed/open bed; making an occupied bed.
Culinary Intern	Food Handling and Sanitation	Follows industry standards for proper handling of food including adherence to ServSafe guidelines as outlined by the National Restaurant Association.
Culinary Intern	Prepare Bakery Items	Identify ingredients used for baking; describe properties and list function of ingredients; measure and weigh ingredients for baking. Make quick breads and muffins; yeast breads and rolls; sweet dough products; prepare pie dough products; prepare, bake and finish cakes; prepare, bake and finish cookies; prepare, bake and finish pastries. Prepare and cook custards and fillings. Prepare specialty desserts. Prepare plated desserts.
Electrical Wiring Intern	Blueprint Reading	Read and follow blueprints to determine where to put wiring, circuits, outlets, and other equipment; develop and complete list of materials and equipment needed for job; discuss how state and/or local code requirements apply to prints.
Electrical Wiring Intern	Mathematics and Numeric Analysis	Use mathematical skills and processes to solve problems in the electrical wiring field.

Using the Massachusetts Work-Based Learning Plan In Transition Planning Activities for Students with Disabilities

Quality *work-based learning experiences* can be a key part of transition planning for students with disabilities. Through work-based learning experiences, students have an opportunity to learn about various career areas and try different work styles, find out what type of work they enjoy, find out how they learn best in a workplace setting, and find out what natural supports are available. Students learn and practice basic foundation skills and begin to develop life-long career skills.

For all students, each work-based learning experience should be seen as part of a larger process of career development. Work-based learning program staff can work with employers to shape job descriptions so that students can practice a variety of skills while also learning about future career options.

Students with disabilities may require supports or accommodations in order to be successful in the job. Work-based learning program staff can work with the student and with a teacher or other person familiar with the student to identify “natural supports” or reasonable accommodations. Supports and accommodations may include pre-employment workshops, weekly workshops during the work experience, additional or modified job training and coaching, a person to “go to” as problems arise, adaptive technology or reasonable modifications in the job description.

In Massachusetts, schools start a transition planning process for students with Individual Education Plans (IEPs) beginning at age 14. The Transition Planning Form (TPF) identifies the student’s postsecondary vision, disability-related needs and an action plan. The TPF document, along with information from the student’s IEP, can provide helpful background and insights for planning a work-based learning experience. Additionally, insights from the work experience may be used as feedback to help to shape the next update of the student’s transition plan.

Online Resources: When developing a work experience and writing a Work-Based Learning Plan, it is important to focus on a student’s abilities and vision rather than on any disabilities. Planning should focus on student’s short-term and long-term goals, work interests, skills (what the student can do well) and any accommodations or supports needed, rather than on what the student “can’t do.” The online resource page includes readings on identifying natural supports, planning reasonable accommodations, using “People First” language, and other topics helpful for program staff.

Online resources are available at:
<http://resources21.org/transitionworkexp>

The *Work-Based Learning Plan (WBLP)* is useful as a planning document while developing the job, as a teaching tool for opening up conversations with the student, and as an evaluation tool for providing ongoing evaluation and feedback.

- The *Job Description* provides an overview of the job, including job duties and (optionally) on-the-job training.
- *Section 1: Foundation Skills* identifies the skills common to all careers. It is helpful to use this list of foundation skills as a guide when developing pre-employment workshops and materials.
- *Section 2: Career and Workplace-Specific Skills* provides an opportunity to identify skills specific to the work experience and to the student’s career development and transition goals. Examples are suggested below.
- *Section 3: Performance Review* can be used to structure feedback and goal setting meetings regularly throughout the work experience, with the frequency of meetings to be decided by the program staff, supervisor and student.

Skill	Tasks/Descriptions
Career-Specific Skills...	Skills such as using relevant equipment or technology, performing specific job tasks, etc. The WBLP may provide a fairly specific “task analysis” of relevant skills and tasks or a more general overview.
Customer Service	Identifying internal and external customers. Understanding customer needs and providing high quality service to meet those needs.
Problem Solving	Systematically identifying problems and identifying possible solutions.
Self-Advocacy	Finding and using natural supports in the workplace.
Professionalism / Workplace Behavior	Being able to describe the style of behavior expected in the workplace. Understanding policies and rules relevant to the workplace.
Workplace Communication	Learning and using vocabulary relevant to the workplace. Using a speaking style suitable for the workplace.
Career Exploration	Describing the work you are currently doing. Observing other jobs in the workplace. Reflecting on what type of work you enjoy. Identifying your work values and interests.
Other	Other skills may be identified as well. Skills that are already identified in Section 1 may (optionally) be repeated here if it will be helpful to provide additional emphasis and explanation.

To Employers:

Each year, over ten thousand young adults statewide participate in work-based learning experiences structured by the **Massachusetts Work-Based Learning Plan**. Over 5,600 employers provide these work-based learning experiences because they want to participate in attracting and developing a strong workforce for their industry, help young people explore careers and gain skills in their field, and support the academic and career development of young people in their communities.

The Work-Based Learning Plan is designed to make these work experiences a success for both the employer and the participant. The Work-Based Learning Plan and the conversations it opens up will:

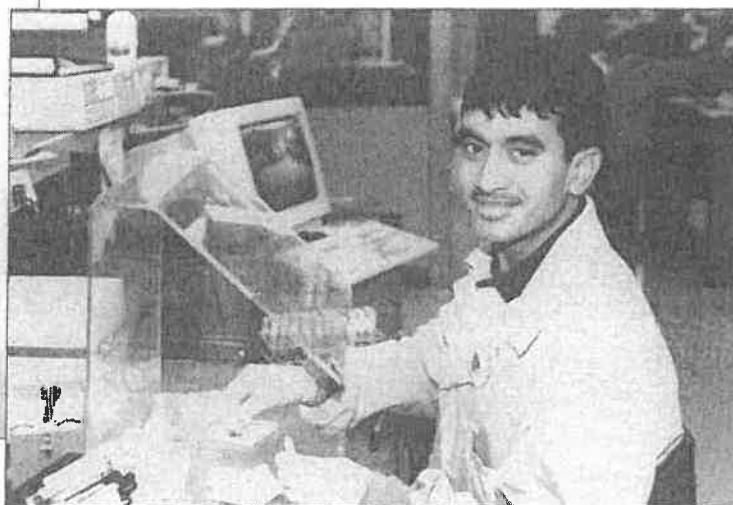
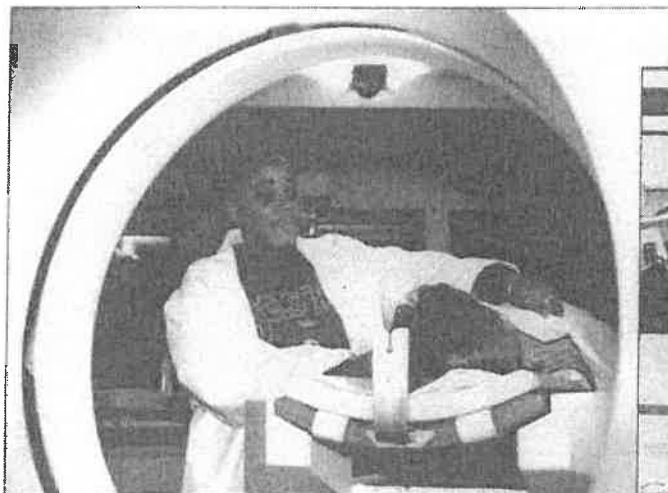
- **Clearly communicate job expectations;**
- **Help the participant to be productive and successful on the job;**
- **Help the participant to recognize opportunities to build skills – including foundation skills and more advanced workplace and career specific skills;**
- **Make it clear how the participant can use the job or internship as a learning opportunity;**
- **Provide information to assess employability skill gain.**

This instruction manual along with the online resources, provides examples of job descriptions, skills, tasks and goals that have been used in work experiences around the state.

The Work-Based Learning Plan provides structure to a wide range of work experiences. Some work experiences are semester-long or year-round internships or co-operative education placements designed to help a young adult to gain in-depth experience in a career field. Other work experiences are short-term experiences designed to give participants a flavor of working in a particular industry. Others are summer and after-school jobs focused on fairly routine day-to-day tasks in which young adults gain valuable work experience while building and strengthening foundation skills as well as career and workplace specific skills.

In each case, participants learn about the expectations of the job and obtain constructive feedback through the Work-Based Learning Plan.

This manual, along with the program coordinator who helps to set up the work experience, will help you to develop a successful work experience for a young adult that meets the needs of you and your company.



To Participants:

About the Work-Based Learning Plan

The **Work-Based Learning Plan** provides structure to a job, internship or co-operative education placement. It helps you and your employer open up conversations about what is expected of you and what skills you can gain through your work experience.

The Work-Based Learning Plan provides a job description and a list of the skills required in your position, covering both the basic *foundation skills* that are required in all jobs and some of the *career and workplace specific skills* required in your particular job.

At least twice during the work experience you will receive an evaluation. The first is considered a baseline evaluation. This first evaluation is done early in the work experience, and is intended as an early assessment of your skill level at the beginning of the work experience. Subsequent evaluations are done later on and will show what skills have improved as well as what skill areas have emerged as needing attention.

Being evaluated in a professional workplace setting is very different from being graded in most schools, colleges and other educational settings. In a workplace setting, employee evaluations tend to be ongoing and are designed to help employees set goals for continuous improvement. Rating scales are designed so that a good, or “competent,” performance falls in the middle of the rating scale, showing that there are opportunities for growth and improvement. These evaluations are not like “final grades” but are designed to open up conversation and provide constructive feedback that will help you improve your career skills.

What You Can Do

To make the most of the work experience and the Work-Based Learning Plan:

- Read and discuss the descriptions of the foundation skills, so that you understand the basic expectations of all work experiences. Ask questions, observe others, and read any written materials provided to you to find out about any specific expectations in your company. For example, you will want to find out about any health and safety guidelines, expected dress and appearance, attendance policies, and other specific aspects of your job.
- Read and discuss your job description and the list of workplace and career-specific skills required in your job. Make the most of the experiences provided to you by asking questions when necessary, showing motivation and initiative, accepting direction and constructive feedback, and, of most of all, working hard and showing enthusiasm for the work experience.

To Program Coordinators:

The Work-Based Learning Plan is one of the ingredients in a successful work experience. Other ingredients include a thoughtful match between the participant and employer and the availability of support from you – the career specialist, educator, or program coordinator – who can communicate with the employer and participant both at the beginning of the experience and throughout the experience if any questions or needs arise.

Through this manual as well as through the online resources and other professional development opportunities you can see the wide range of roles that program staff play in facilitating work experiences. You will also see the wide range of work-based learning experiences – paid and unpaid, short-term and long-term – that are provided in communities across the state.

Steps in Using the Work-Based Learning Plan

The Work-Based Learning Plan is available as a paper document or an electronic document in Microsoft Word. Program staff may also use screens from the Massachusetts School to Career Database to write, print and store Work-Based Learning Plans.

FILL IN THE HEADING with the participant's name, job title, supervisor name, and other information. Leave blank any information that does not apply or is unknown.

WRITE A BRIEF JOB DESCRIPTION. The description of the job or internship may be as complex or simple as desired. Analysis of Work-Based Learning Plans from programs across Massachusetts show that many work experiences include both day-to-day responsibilities and longer-term projects. Through work-based learning experiences, young adults build skills through responsibilities like working with animals in a veterinarian's office, answering telephone calls in a police station, working with customers in a retail store and running activities for residents of a nursing home. They also build skills through special projects like designing lesson plans for preschoolers, building websites, creating museum exhibits, painting murals, addressing city and town meetings and many other projects.

Who Writes the Job Description: The job description may be written by the supervisor, program coordinator or participant. In many placements, a job description may already exist. For companies that provide similar internships every year, the program coordinators might keep a "bank" of job descriptions that can be re-used and adapted as needed. Sample job descriptions are online at www.doe.mass.edu/connect or www.skillslibrary.com

Length of the Job Description: In studies of sample Work-Based Learning Plans, it was found that the longer the job description and list of skills and tasks, the more skill gain participants showed during their job or internship. This finding doesn't suggest that job descriptions necessarily have to be long to be useful, but that the more attention you pay to writing a Work-Based Learning Plan that communicates job goals and expectations to the participant, the more the participant will benefit.

1

LOOK OVER SECTION 1: FOUNDATION SKILLS. The first section of the Work-Based Learning Plan presents Foundation Skills that are universal to all jobs. *These skills include:*

Work Ethic and Professionalism:

- Attendance and Punctuality
- Workplace Appearance
- Accepting Direction and Constructive Criticism
- Motivation and Taking Initiative
- Understanding Workplace Culture, Policy and Safety

Communication and Interpersonal Skills:

- Speaking
- Listening
- Interacting with Co-Workers

The plan includes descriptions of each of the foundation skills. This section does not require that anything be written. Look over this section. When you meet with the participant, share information about how these Foundation Skills are relevant to the workplace. For example, you may share information about proper dress and appearance for the workplace, specific health and safety guidelines and training available, or other expectations specific to the workplace. You can also review expectations regarding attendance, including when it is appropriate to call in sick or ask for a day off. You can also review procedures for requesting time off or for calling in sick. This section of the Work-Based Learning Plan provides an opportunity to open up valuable discussion about job expectations that otherwise might not be made clear.

2

COMPLETE SECTION 2: SPECIFIC WORKPLACE AND CAREER SKILLS. The second section provides an opportunity to identify specific skills related to your workplace or career area or to the participant's own goals and projects. The plan lists some suggested skills, or you may add your own. *Suggestions include:*

- Collecting and Organizing Information
- Computer Technology
- Creative Thinking
- Critical Thinking
- Leadership
- Mathematics and Numeric Analysis
- Problem Solving
- Project Management
- Reading
- Research and Analysis
- Teaching and Instructing
- Time Management
- Understanding All Aspects of an Industry
- Writing
- OR IDENTIFY YOUR OWN SPECIFIC WORKPLACE SKILLS

There are spaces for up to seven skills on this page. There is no minimum – you may focus on just one or two skills or list up to seven. For each skill identified, briefly describe related job tasks or expectations. Some examples are shown in this manual. Additional examples can be found in the online resources.

3

USE SECTION 3: EVALUATION OF PERFORMANCE AND PROGRESS to conduct reviews at least twice during the work experience. In Section 3 of the plan, provide ratings, along with any written goals, for each of the foundation skills and the specific workplace and career skills. Notice the rating scale, shown below. Ratings are based on a 5-point scale, with the expectation that a rating of “3” is a basic competent rating. *The scale is:*

- | | |
|---|---|
| (1) Performance Improvement Plan Needed | Is not yet demonstrating the foundation skills required for the position and needs to have a formal plan for improving skills and performance |
| (2) Needs Development | Beginning to demonstrate and develop the foundation skills required for the position |
| (3) Competent | Demonstrates foundation skills required for the position |
| (4) Proficient | Consistently demonstrates foundation skills required for the position and shows initiative in improving own skills |
| (5) Advanced | Consistently demonstrates the foundation skills required for the position and shows initiative in improving own skills and using these skills to support the work of the organization |

SECTION 3: EVALUATION OF PERFORMANCE AND PROGRESS (CONTINUED)

There should be at least two reviews during the work experience.

First Review: The first review should be held early in the internship. This is considered a “diagnostic” review, providing a baseline rating that indicates where the participant started. In addition to the numeric ratings, the plan provides space for writing goals specific to any of the skill areas and for overall comments. Goals may be brief statements about skills that the participant should focus on or brief descriptions of new projects that will help the participant gain additional skills. For participants who are struggling in the work experience and who have ratings of “1 - Performance Improvement Plan Needed” there should be a formal set of goals for improvement, which can be written on the Work-Based Learning Plan or on separate paper. For all participants, goals and comments are a very important part of the Work-Based Learning Plan. Studies of sample Work-Based Learning Plans show that participants who had explicit written goals in their Work-Based Learning Plans showed more skill gain during their work experience.

Second Review: For short-term work experiences, the second review should be held near the end of the work experience. This review provides an opportunity to identify skill gains and make suggestions for future learning and growth. For longer-term work experiences, there may be additional reviews at regular intervals.

The plan has a section for comments and signatures for both the first and second review. Guidelines for obtaining signatures are flexible. The signature section is provided in order to ensure that the participant and supervisor have met to discuss the plan and that the completed plan is shared with the career specialist, educator, or other relevant program staff. In some cases, if the plan is sent to program staff electronically, an email or other communication is an acceptable substitute for signatures.

Online Resources

The Work-Based Learning Plan is available as a pen-and-paper document, as a Microsoft Word document and through a user-friendly online database.

The Online Work-Based Learning Database is found at <https://masswbl.org>. See the resource pages at <http://skillspages.com/masswbl> for information about signing up and using the database. The database screens allow program staff, supervisors and/or participants to create WBLPs. The database also provides user-friendly “extras” including a bank of sample job descriptions, skills and tasks, a rubric to assist with reviews, and an online reflection journal that allows participants to write and save reflections about their work. Program staff, supervisors and participants can collaborate to create the WBLP, conduct reviews and write goals and reflections.

The Work-Based Learning Plan in Microsoft Word is available from the resource pages at <http://skillspages.com/masswbl>.

Other resources available at <http://skillspages.com/masswbl> include:

- PowerPoint presentations about the Work-Based Learning Plan;
- Additional examples of job descriptions, skills and tasks;
- Readings, articles and reports related to youth employment and to the Work-Based Learning Plan.

EXAMPLES

The following examples have been selected to show the variety of work experiences and Work-Based Learning Plans provided in communities across the state. These, and additional examples available online, can provide ideas for developing your Work-Based Learning Plans.

Sample job descriptions

<i>Job Title</i>	<i>Job Description</i>
Animal Care Intern	Assist the professional keeper staff with the general animal husbandry duties in a zoo facility owned and managed by the city and serving the region, named "one of the best small zoos in the United States" by the Association of Zoos and Aquariums.
Auto Body On-Site Intern	Intern will perform a variety of tasks in the vocational school auto body shop servicing vehicles for city departments and the general public. Intern will inspect damage and discuss repairs to be made with vehicle owner or shop supervisor. Responsibilities include but are not limited to: repair dents; removed ruined sections and replace with new parts; glass work; painting; and frame alignment. Take apart and reassemble mechanical systems, such as suspension, steering, electrical, brakes, air conditioning, engine cooling and drive train. In all instances, intern is expected to adhere to established safety standards when using tools, operating equipment and in dealing with others.
Produce Clerk	As a produce clerk in a large supermarket chain store, student will weigh, wrap and price, display and rotate produce to ensure fresh quality products are available for customers. Student will also assist front-end as bagger as needed.

Sample "Specific Career and Workplace Skills" from Section 2

<i>Job Title</i>	<i>Skill</i>	<i>Skill/Task Description</i>
Animal Care Intern	Animal Care	Assist keepers with feeding animals including using appropriate grains, and measuring and preparing food. Clean animal exhibits, observing appropriate health and safety protocol, and using handling techniques appropriate to species. Become familiar with behaviors of social and solitary animals as well as techniques used to care for animals.
Classroom Teaching Assistant	Collecting and Organizing Information	Create, organize, update, and maintain bulletin board display pertaining to current lessons every eight weeks.
Horticulture Assistant	Computer Technology	Engrave plant labels with botanical names, common names and family names from computer database.

Sample "Specific Career and Workplace Skills" from Section 2 (Continued)

<i>Job Title</i>	<i>Skill</i>	<i>Skill/Task Description</i>
Human Services Assistant	Interacting with Customers or Clients	Provide clients with companionship and emotional support and accompany them for short walks and assist in preparing and facilitating an educational discussion session, take part in day-to-day problem solving of mental health issues.
Produce Clerk	Interacting with Customers or Clients	Student will assist customers with produce selections and assist customers at front-end by properly bagging groceries.
Auto Body On-Site Intern	Mathematics and Numeric Analysis	Successful use of steel rulers, tape measure, ruler, combination square. Identify and use inside/outside caliper; feeler gauge; hole gauge; telescoping snap gauge; vernier caliper; outside/inside micrometer; depth indicator gauge; and dial indicator.
Bank Teller Intern	Mathematics and Numeric Analysis	Analyze debits and credits to prove cash drawer. Use addition and subtraction for transactions. Prove cash daily. Prepare balancing sheets.
Auto Body On-Site Intern	Reading	Ability to read vehicle manuals, equipment manuals, manufacturer's specifications, and safety manuals as needed to repair vehicle safely and correctly.
Daycare Assistant	Reading	To participate in storytime with the children, engaging them in reading-related activities.
Daycare Assistant	Time Management	Learn the daily schedule within the daycare and understand that a routine is very important with children.
Produce Clerk	Weighing and Pricing	Student will set tare weight amount for container and deduct from actual produce weight to ensure accurate pricing of produce.

2017 BioBuilder Program Report

This program ran from the end of March through May 2017 and was sponsored by BioBuilder and Massachusetts Life Science Center. There were 19 students in the program and 18 of them were from Worcester Public Schools (North-1, Doherty-9, WTHS-8). The students met program and attendance requirements including: laboratory and research skills, knowledge of synthetic biology, synthetic biology concept development and poster presentation, scientific data collection and lab notebook skills. Since all students completed these requirements, they were issued a \$500 stipend and were eligible to apply to a summer internship opportunity through the MLSC.

Program Pros and Cons

PROS	CONS
Student exposure and research with synthetic biology	Lead instructor was a graduate student with limited instructional strategies
Lab Notebook skills	Laboratory days were limited to Saturdays
Laboratory and investigation skills	Reading assignments were not reviewed
Poster development and presentation at UMASSmed	End of program overlapped with AP exams
Transportation from home school to WTHS	Theory behind laboratory investigations was incomplete
Supporting instructors had excellent knowledge and were able to cover for lead instructor lack of preparation	

Since the ending of the program, Massachusetts Life Science Center has met with WTHS instructors and Kathy Berube to address concerns and design program improvements. They intend on supporting the program again this year and hope to target skills necessary to place 100% in a summer internship and see success. This team has met and discussed the following changes to improve the program experience and success:

- Program application that includes teacher recommendation and questions that target math skills and student motivation
- Have WTHS Biotechnology instructors lead the program, as they are well equipped to with instructional strategies for targeted age group
- Include instructors from other WPS to help improve programs at other schools
- Add theory instruction, review reading, and increase lab work on weekdays to increase student knowledge and engagement
- Set up internships in advance to improve placement
- Increase exposure to additional laboratory skills
- End the program prior to AP exams

gb #7-141

The following document includes events and programs currently known to the District's Science and Engineering Liaison. No current information for "Career Construction Day" could be found.

STEM Events and Programs Report 12/13/17			
EVENT	Schools	Dates	Information
Worcester Regional High School Science and Engineering Fair at WPI	All WPS High Schools	Friday - March 9, 2018	wrsef.org
Worcester Regional Middle School Science and Engineering Fair at WPI	All WPS Middle Schools	Monday - April 30, 2018	wrsef.org
Worcester Regional Middle School Science and Engineering Fair at WPI	Grade 6 - will vary by school	Monday - April 30, 2018	wrsef.org
Elementary VEX Robotics Tournament	Chandler Magnet, City View, Elm Park, Grafton St., Jacob Hiatt, Midland, Rice Sq., Tatnuck Magnet, Thorndyke, West Tatnuck, Woodland, WAMS	TBD - by Kathy Berube	berubek@worc.k12.us
Middle and High School VEX Robotics Events	Varies by school	Varies by school	These are weekend events often at QCC
Building Based Science and Engineering Fairs	Varies by School	Feb - April 2018	
STEM PROGRAMS			
Project Lead the Way (Computer Science)	WTHS	ongoing (new grant) scheduled in the school day	
Project Led the Way (Engineering)	Doherty	ongoing - scheduled in the school day	
Project Lead the Way (Engineering)	West Tatnuck, Flagg, Jacob Hiatt	new multiyear "in school" program - waiting on final grant funding	
Engineering the Elementary (EiE) program from Boston Museum of Science	Elm Park, Burncoat Prep., Thorndyke, Canterbury, City View, Midland, Lincoln St.	new Curriculum modules (DELL Grant) in grades 3 or 4 or 5 (varies by building)	
Afterschool Science Fair "Clubs"	All Middle and High Schools	1 day/week afterschool with teacher - days vary by school	
Afterschool Robotics Programs	Some Middle Schools and Chandler Magnet, City View, Elm Park, Grafton St., Jacob Hiatt, Midland, Rice Sq., Tatnuck Magnet, Thorndyke, West Tatnuck, Woodland, WAMS	1 day/week afterschool with teacher - days vary by school	
Afterschool Robotics Programs	High Schools	Varies by school	

gb #7-148.1 (Budget Item)

RESPONSE:

The athletic office reached out to three local colleges (two state and one private) and asked about the possibility of them supporting the Worcester Public Schools athletic program. All three colleges mentioned that this is not possible due to the NCAA rules and regulations. In the attachment I have included Page 54 of the NCAA Rules Manual which under Bylaw 13.14.1.2 states clearly "An Institution may not provide funding, directly or through paid advertisements, to benefit a high school athletics program".

In regard to donations of athletic equipment from colleges to high school athletic programs the NCAA rules and regulations are pretty clear as well. In the attachment you will also find Bylaw 13.14.1.5.1 which states "A member institution may provide used athletics equipment to high schools that may consist of prospective student-athletes, provided the issuance of equipment is in accordance with the institution's regular policy regarding discarding equipment. Further, an institution may only provide those high schools within a 30-mile radius of the campus with such equipment".

13.14 Precollege Expenses.

13.14.1 Prohibited Expenses. An institution or a representative of its athletics interests shall not offer, provide or arrange financial assistance, directly or indirectly, to pay (in whole or in part) the costs of the prospective student-athlete's educational or other expenses for any period before his or her enrollment or so the prospective student-athlete may obtain a postgraduate education. [R] (Revised: 1/9/06)

13.14.1.1 Extent of Prohibition. The provisions of Bylaw 13.14.1 apply to all prospective student-athletes, including those who have signed an institutional offer of admission or written tender of financial assistance.

13.14.1.2 Fundraising for High School Athletics Program. An institution may not provide funding, directly or through paid advertisements, to benefit a high school athletics program. [D] (Adopted: 1/10/92, Revised: 1/8/01)

13.14.1.2.1 Exception—NCAA Championships. An institution or conference that is hosting any portion of an NCAA championship may purchase paid advertisements in a high school athletics program to generally promote the NCAA championship, provided: (Adopted: 1/15/14)

- (a) The advertisement includes only information relevant to the championship events;
- (b) The advertisement is available to the general public, including all high schools in the local area; and
- (c) The advertisement does not contain information related to the institution's athletics program or the conference's member institutions.

13.14.1.2.2 Involvement by Local Representatives of Institution's Athletics Interests. A representative of an institution's athletics interests may provide funding to benefit a high school athletics program located in the community in which the athletics representative resides, provided: (Adopted: 1/10/92)

- (a) The representative acts independently of the institution;
- (b) The funds are distributed through channels established by the high school or the organization conducting the fundraising activity; and
- (c) The funds are not earmarked directly for a specific prospective student-athlete.

13.14.1.3 College Use of High School Facility. An institution may not contribute to a high school or its athletics booster club any funds realized from an athletics contest played or a practice held at a high school facility, except actual and necessary expenses for rental of the facility.

13.14.1.4 High School Contest in Conjunction with College Competition. An institution shall be permitted to host high school contests in all sports held in conjunction with intercollegiate contests. (See Bylaw 13.10.4.1) (Revised: 1/10/90, 1/10/95, 2/26/10, 7/20/10)

13.14.1.5 Donation of Equipment.

13.14.1.5.1 Athletics Equipment. A member institution may provide used athletics equipment to high schools or bona fide youth organizations (e.g., the YMCA, YWCA, Boy Scout troops, Girl Scout troops, a summer recreation league) that may consist of prospective student-athletes, provided the issuance of equipment is in accordance with the institution's regular policy regarding discarding equipment. Further, an institution may only provide those high schools or organizations within a 30-mile radius of the campus with such equipment. [D] (Adopted: 1/10/92, Revised: 1/8/01, 1/9/06)

13.14.1.5.1.1 Exception—Women's Rowing. An institution may loan rowing equipment to a high school's or junior club program's women's team on an issuance and retrieval basis and may permit high schools' and junior club programs' women's teams to use its rowing facilities for practice and/or competition. (Adopted: 1/9/96 effective 8/1/96)

13.14.1.5.1.2 Donation of Used Athletics Equipment to Foundation. An institution may donate used athletics equipment to a nonprofit foundation established to distribute such equipment to high schools, provided the request for such donations is initiated by the foundation and the institutions have no part in selecting the high schools that are to receive the equipment. (Adopted: 1/11/94)

13.14.1.5.2 Nonathletics Equipment. A member institution may provide nonathletics equipment (e.g., a computer) to a high school, provided there is no athletics department involvement and the equipment is not used to benefit only the high school's athletics program. (Adopted: 1/10/91)

13.14.1.6 Ticket Sales. It is not permissible for a member institution to compensate a high school, preparatory school or two-year college for selling tickets to the institution's athletics contests. Specifically, the member institution may not provide such forms of compensation as a guarantee, a percentage of the income realized from the sale of the tickets or any other form of commission for providing such services.

13.14.2 Permissible Expenses.

13.14.2.1 Institution Providing Items to Athletics Youth Groups for Fundraising. An institution may provide items to assist in the fundraising efforts of athletics youth groups composed of individuals who have not started classes for the ninth grade without causing such individuals to become prospective student-athletes per Bylaw 13.02.7. (Adopted: 1/10/95, Revised: 1/9/06)

gb #7-182

For the 2017-18 academic year, the district expanded the Model United Nations program from one school to the following 5 schools:

Doherty High School
South High School
University Park Campus School
Worcester East Middle School
Sullivan Middle School

The district worked with the United Nations Association of Greater Boston to provide the Worcester public school students with a Worcester only conference that was scheduled for December 9, 2017 at Clark University. Due to snow, the conference was rescheduled for January.

gb #7-321

RESPONSE:

The SHAC is held quarterly with various members of the community, school employees, and school committee members in attendance as led by the Coordinator of Nursing. We always have a full agenda and discuss health related initiatives that impact WPS students and families. School nurses conduct yearly vision screening during the school day for all students in grades PreK+-5 and 10th grade. Any student who fails the screen is referred to their Primary Care Provider who will typically refer the student to an optometrist or ophthalmologist depending on the findings. The concerns we are faced with are parents not following up as recommended for various reasons including transportation or a student who cannot afford a second pair of glasses if lost or broke their first pair as paid for through Medicaid or other insurance sources. Fortunately, for the students in the WPS we have made connections with the Massachusetts College of Health Sciences (MCPHS), School of Optometry and other local optometrists who have attended SHAC Meetings and have begun to assist with vision screenings in some of our schools. Recently MCPHS met with Superintendent Binienda who approved a new initiative, named Worcester EYES, to address this common need among our student population. The plan is to work directly with four elementary schools, as chosen by Ms. Binienda, where nurses and optometry students will screen students, determine those who require a complete eye exam and then bus those students to the MCPHS Eye and Vision Center to get a comprehensive eye exam and new glasses. The lenses will be provided free through a grant from the Essilor Corp. in collaboration with the School of Optometry. The school nurses have also benefitted from our collaboration with the MCPHS through offerings of professional development related to vision and learning among school-aged children.

The WPS has had an MOU with a group of dental hygienists for greater than 10 years now. Many hygienists and oral health community advocates are often in attendance at our SHAC meetings. They continue to provide oral health screenings and preventive care for all of the WPS students; the Nursing Coordinator collects and analyzes data to assess student outcomes and identify barriers to care. Together we have expanded services to now include portable x-ray within the Family Health Center SBHC and are in the planning phase of offering dental services within the SBHC(s) in the near future. The gravest concern is the significant number of students who get lost to follow-up and never see a dentist to receive care as recommended, owing to many identified barriers including transportation. The Nursing Department was fortunate to receive a grant from the Massachusetts Department of Public Health (MDPH) last school year to address this disparate health concern. The Oral Health Equity Project (OHEP) has allowed us to hire an RN to coordinate this project within our schools as we strive to increase access to oral health care for Black and Hispanic youth aged 0-14. Over the next two years we will continue to identify children in need of dental care, assist with and track referrals and receipt of dental care, and provide education to students and families on the importance of oral health.

The SHAC has had asthma at the forefront of discussion for several years, as this is the most chronic health condition affecting school-aged children and is the leading health-related cause of school absenteeism. The WPS Nursing Department have been fortunate to be part of a community health grant as provided by the state, referred to as the Prevention and Wellness Trust Fund in our collaborative efforts to manage this disease in the school setting and provide student, school staff, and parent education about asthma and effective treatment modalities. There are about 90 students who now receive their maintenance inhaler at school where previously they were not receiving this at home consistently for various reasons. The school nurses provide care-management to students with high-risk asthma through individual care, referrals to their PCP and/or pulmonary specialists, community health workers, community legal aid, and to the Healthy Housing Department, City of Worcester. The results have been rewarding as we see less students in respiratory distress requiring emergency transport to the ER, fewer students admitted to the hospital for asthma exacerbations, decreased school absenteeism, and increased time on learning. Although this grant is coming to an end this month we are hopeful that the benefits witnessed among our students with asthma will continue as we find the means to sustain our work in caring for and educating students with asthma and their families.

The PWTF Policy Sub-committee, which the Nursing Coordinator chairs and the WPS physician consultant sits on, has been addressing WPS Wellness Policy changes in collaboration with the Facilities Department as we work to improve the environment in which our students live and breathe while at school and at home. Last year we focused on three elementary schools with the highest rates of asthma among the student population and located in high rental areas so we could try to provide the biggest impact. These school buildings have had complete Indoor Air Quality (IAQ) assessments and the findings led to the hiring of an IAQ Specialist to address potential issues across the district. One significant finding we would like to change is replacing the nearly 1,000 rugs found in most of our schools, often brought in by staff, with either no rugs or only 'approved' rugs/ carpets per the IAQ Specialist and Facility Director. In our goal to create Asthma Healthy Schools across the district we will continue to collaborate with our community partners and educate school staff and administration as we look for ways to sustain our efforts. Two months ago the Nursing Coordinator wrote, applied for, and received a \$10,000 grant from the MDPH to support some of our asthma initiatives. Other IAQ measures include introduction of green cleaning products, training the custodians in wet cleaning methods, drafting an IAQ Complaint Response and Assessment system, development of operational tools, and addressing ventilation issues. The focus for assessment and mitigation has begun in Preschool classrooms and will continue until all school buildings have been assessed for IAQ.

Cardiopulmonary resuscitation (CPR) classes are offered by one of the Nurse Supervisors monthly to all school staff at no cost. The administration requires all coaches, nurses, and members of each school crisis team to maintain CPR certification. Under the leadership of Carol Manning, Health and Physical Education Liaison and member of the SHAC, all students in grades 7-12 are taught Hands-only CPR and the Heimlich maneuver during physical education classes. Teachers who are CPR certified instructors teach CPR to all students who participate in Health Education class and attend Worcester Technical High School. Additionally, all students in grades 2-3 are taught the Heimlich maneuver through the Heimlich Heroes educational program.

The WPS Child Study Department consistently has representation at the quarterly SHAC Meetings. Maura Mahoney, Manager of this department has recently provided the School Committee members with a presentation on social emotional learning initiatives currently underway within the WPSs. In addition to these programs and resources the Nursing Department continues to support these efforts for the many students who are in need of additional support systems in the provision of daily nursing care. Through a \$10,000 annual grant awarded by the MDPH during the past three years the department has hired an Innovative Care Coordinator (ICC) to provide evidence-based nursing interventions to students on a limited basis within the scope of this grant. Some of the student health conditions she has focused on include stress, pain, anxiety, panic disorders, headaches, insomnia, and hyperactivity in children. She is charged with offering professional development opportunities for the WPS nurses with a focus on social-emotional health and learning. The main goal is to provide quality nursing care of students with behavioral/ social/ emotional chronic conditions in the school setting to improve school attendance, enhance school connectedness, and support readiness to learn. The ICC has had great successes with her individual or small group work with students and is in demand by elementary school principals as her relaxation and mindfulness techniques are shared. Though few in numbers, owing to her limited hours, the outcomes have been very positive toward improving students social/emotional/behavioral health coping strategies. Other outcomes include increased time on learning, improved attendance rates, and decreased time spent by school nurse, counselor, and teacher in managing students with these type of health conditions or issues. Our long-term goal is to provide staff education in the practice of and teaching relaxation techniques.

With respect to nutrition, contributing members of the SHAC include the Director of the UMass Nutrition Extension Program and other employees of this program, SNAP Benefit (food stamps) associates, Woman, Infant and Children (WIC) Program representatives, School Health Ambassadors, health and physical education teachers, and medical students interested in promoting healthy nutrition among WPS students. School nurses address healthy nutrition with many students daily. The council supports healthy nutrition and activity programs such as school gardens and walk to school programs in the WPS. As Donna Lombardi is the Director of School Nutrition I would defer to her for other updates on nutrition.

All members of the School Committee are invited to attend a SHAC Meeting any time. The next scheduled meeting will be held on Wednesday, December 20, 2017 from 9:00 am - 10:30 am held at the Nursing Administration office located at Sullivan Middle School, 140 Apricot Street, Worcester, Room 132.

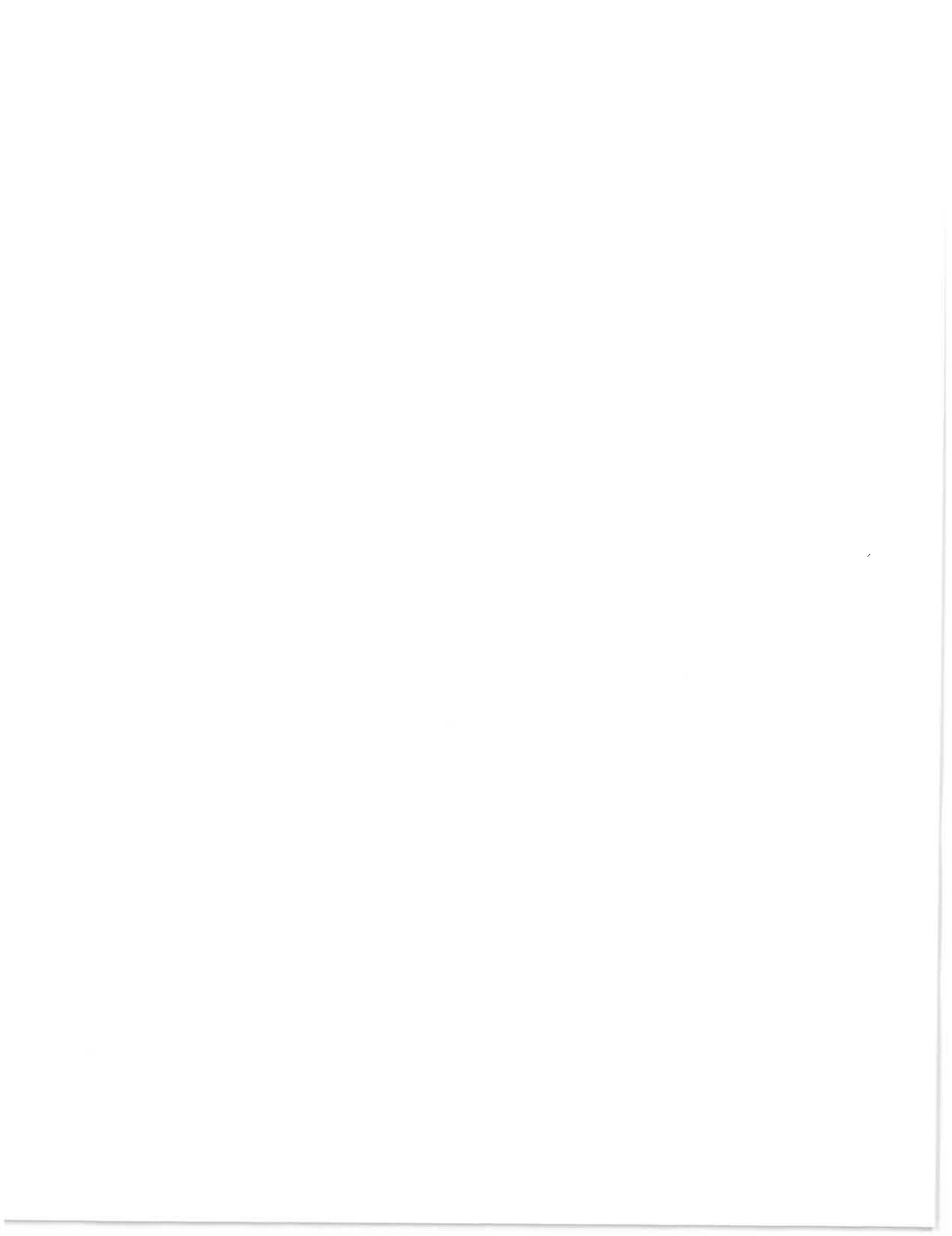
The Administration elected to issue a bid for two years for the lease of space for school buses rather than for ten years. The term of the lease will now end on June 30, 2020, coinciding with the end of the contract for transportation services with the current third-party vendor. The contract for the two-year lease has recently been awarded for the current space on Fremont Street.

As a result of not receiving any bids for athletic and field trip transportation, along with the Administration's due diligence on the analysis of full self-operated transportation, the lease of space of only two years will provide the district with many options beginning in FY21.

gb #7-349

RESPONSE:

The Coordinator has reached out to the WPS Co-chairs Denise Khalili and Catherine Perry for regional MNA contact information. I sent an e-mail to Ellen Smith informing her of our nurse: student ratio and provided her with a copy of the WPS Nurse assignment for the district and the PowerPoint presentation as provided to the School Committee on October 19, 2017. They were invited to tour our schools but have not scheduled a time as of yet.



X. GENERAL BUSINESS
Administration
(January 10, 2018)

ITEM - gb #8-24
S.C. MEETING - 1-18-18

ITEM:

To discuss strategy with respect to collective bargaining for Occupational Therapy Assistants and Physical Therapy 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 Cafeteria Workers, 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 Plumbers and Steamfitters, if an open meeting may have a detrimental effect on the bargaining position of the School Committee and the chair so declares.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss, if necessary.