

CLERK OF THE SCHOOL COMMITTEE  
WORCESTER PUBLIC SCHOOLS  
20 IRVING STREET  
WORCESTER, MASSACHUSETTS 01609

AGENDA #20

on: Thursday, November 21, 2019  
at: 6:00 p.m. – Executive Session  
7:00 p.m. – Regular Session  
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION – Pastor Steven Barrett  
Christ the Rock Fellowship Church

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM - Rice Square School's Chorus

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #9-23 - Clerk  
(October 29, 2019)

Annex A (19 pages)

To consider approval of the Minutes of the School Committee Meeting  
of Thursday, November 7, 2019.

IV. MOTION FOR RECONSIDERATION - NONE

V. IMMEDIATE ACTION

ACTION

gb #9-328.1 - Administration/Administration  
(November 13, 2019)

To recognize Cheryl DelSignore, former Staffing/Mentoring Coordinator, for her 28 years of dedication to the Worcester Public Schools

gb #9-347.1 - Administration/Administration  
(November 12, 2019)

To recognize Steven and Andrew Levy for their generous donation to the new Rice Square School library in memory of their mother, Seena Levy who taught 2<sup>nd</sup> grade reading there for 28 years.

gb #9-374 - Administration  
(November 6, 2019)

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

VI. REPORT OF THE SUPERINTENDENT

ros #9-14 - Administration  
(November 13, 2019)

Annex A (58 pages)

STRATEGIC PLAN - SECOND QUARTERLY REPORT

VII. COMMUNICATIONS AND PETITIONS -NONE

VIII. REPORT OF THE STANDING COMMITTEE

The Standing Committee on Finance and Operations met on Monday, November 18, 2019 at 5:00 p.m. in Room 410 at the Durkin Administration Building.

Backup

IX. PERSONNEL - NONE

X. GENERAL BUSINESS

gb #8-250.1 - Administration/Mr. O'Connell/Mr. Foley/  
Miss Biancheria/Miss McCullough  
(November 8, 2019)

Annex A (1 page)

Response of the Administration to the following motions regarding homeschooling:

- Request that the Administration provide an update in the summer of 2019 indicating:
  - resolutions of issues from the previous year
  - improvements to the current Homeschool Policy and
  - provision of any proposed changes earlier in the year
- Mr. Foley suggested that the language in the letter about homeschooling be refined.
- Request that the Administration contact other communities regarding the manner in which:
  - clear communication is provided
  - resolution of different situations is handled and
  - an explanation of the requirement of a progress report

gb #9-290.1 - Administration/Miss Biancheria/Miss McCullough/  
Mr. Monfredo/Mr. O'Connell  
(November 6, 2019)

Annex A (8 pages)

Response of the Administration to the request to provide a report listing the Chapter 74 courses in all schools and the number of students enrolled in each of these courses.

gb #9-344.1 - Administration/Miss Biancheria/Mr. Monfredo  
(November 12, 2019)

Annex A (4 pages)

Response of the Administration to the request to provide a report to contain the after school and evening courses offered at Worcester Technical High School.

gb #9-375 - Mr. Monfredo/Miss Biancheria  
(November 4, 2019)

Request that the Administration and the School Committee support the initiative led by Lt. Governor Polito and supported by the MASC for increased support for awareness and prevention efforts for young ages 12 to 18 to help reduce the number of individuals who experience sexual and domestic violence in their lives.

GENERAL BUSINESS (continued)ACTION

gb #9-376 - Mr. Foley/Mr. Monfredo/Mayor Petty  
(November 4, 2019)

To set a date to recognize John Hennessey, Transportation Director, for being awarded the 2019 Administrator of the Year by School Bus Fleet Magazine.

gb #9-377 - Administration  
(November 7, 2019)

Annex A (1 page)  
Annex B (3 pages)  
Annex C (2 pages)  
Annex D (2 pages)

To consider approval of the following MASC Policies:

- JB – Equal Educational Opportunities
- JFABD - Homeless Students: Enrollment Rights And Services
- JFABE - Educational Opportunities For Military Children
- JFABF - Educational Opportunities For Children In Foster Care

gb #9-378 - Administration  
(November 12, 2019)

Annex A (11 pages)

To consider filing a list of outstanding General Business items or motions.

gb #9-379 - Administration  
(November 12, 2019)

To consider approval of the following donations:

- \$400.00 from a donor to Claremont Academy to be used as a scholarship for Latino female of Latina who plans to attend college.
- \$84.60 from Box Tops for Education to Canterbury Street Magnet Computer-Based School
- \$225.00 from the Digital Federal Credit Union to McGrath Elementary School
- \$500.00 from the District Attorney's Community Reinvestment and Crime Prevention Program to Forest Grove Middle School to assist with their bullying campaign.

GENERAL BUSINESS (continued)

ACTION

gb #9-380 - Miss Biancheria/Mr. Foley/Mr. Monfredo  
(November 12, 2019)

Request that the Administration provide background information on the following Vocational Educational Pathways which include three new ones proposed for the future Doherty High School:

- Engineering technology
- Construction craft labor
- Management marketing and finance
- Programming and web development.

gb #9-381 - Administration  
(November 13, 2019)

To approve a prior fiscal year payment in the amount of \$308.79 to Airgas.

gb #9-382 - Mr. Comparetto  
(November 13, 2019)

Request that the Mayor consider alternative methods to electing and appointing School Committee members that includes, but is not limited to, district School Committee seats.

gb #9-383 - Mr. Comparetto  
(November 13, 2019)

Request that the Mayor and School Committee establish Worcester Public Schools' Safe Zones.

gb #9-384 - Mr. Comparetto/Mr. Foley  
(November 13, 2019)

Request that the Superintendent present an annual report on the status of education for Latino students.

gb #9-385 - Mr. Comparetto/Mr. Foley  
(November 13, 2019)

Request that the Administration incorporate best practices for creating a diverse workforce.

GENERAL BUSINESS (continued)

ACTION

gb #9-386 - Mr. Comparetto/Mr. Foley  
(November 13, 2019)

Request that the Administration provide an update on current restorative justice practices.

gb #9-387 - Mr. Comparetto  
(November 13, 2019)

Request a moratorium on suspending K-2 students for non-violent offenses.

gb #9-388 - Mr. Comparetto  
(November 13, 2019)

Request an "equity audit" of the Worcester Public Schools in accordance to best practices.

gb #9-389 - Mr. Comparetto  
(November 13, 2019)

Request that the Administration provide an update on the efforts of the Administration to create ethnic studies programming.

gb #9-390 - Miss Biancheria/Mr. Monfredo  
(November 13, 2019)

Request that the Administration provide an update on the construction time-table of the new South High Community School.

gb #9-391 - Miss Biancheria/Mr. Monfredo  
(November 13, 2019)

Request that the Administration provide, in a Friday Letter, the recess policy and any updates in reference to recess time during the Winter months to include indoor activities for the students.

gb #9-392 - Administration  
(November 13, 2019)

To approve a prior fiscal year payment in the amount of \$1,484.10 to Johnson Controls Fire Protection LP for services performed at Burncoat High School.

ACTION

XI. EXECUTIVE SESSION

gb #9-393 -Administration  
(November 13, 2019)

To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares – Arbitration - Nurse/Massachusetts Nurses Association.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigating position of the public body and the chair so declares – Janie Lanza Vowles, Personal Representative Estate of Suzanne F. Miville v. Worcester Public Schools, MCAD Docket No. 1785CV00162.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares - Massachusetts Laborers' District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers' International Union of North America, AFL-CIO, Unit D, Computer Technicians.

XII. ADJOURNMENT

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

IN SCHOOL COMMITTEE  
Worcester, Massachusetts  
Thursday, November 7, 2019  
Agenda #19

The School Committee of the Worcester Public Schools met in Open Session at 7:07 p.m. in the Council Chamber at City Hall on Thursday, November 7, 2019.

There were present at the Call to Order:

Ms. Colorio, Mr. Comparetto, Mr. Foley, Miss McCullough,  
Mr. Monfredo and Mayor Petty

There was absent: Miss Biancheria

The invocation was given by Reverend James M. Nally of St. George's Church.

The Pledge of Allegiance was offered and the National Anthem was played.

A Moment of Silence was observed in memory of Brian A. O'Connell, a 36 year member of the Worcester School Committee, who impacted the lives of all students in the Worcester Public Schools and will be forever remembered for his intellectual prowess, dedication, kind spirit and moral and ethical character.

Moment of Silence/  
Brian A. O'Connell

1. APPROVAL OF RECORDS

Minutes/approval of

aor #9-21 - Clerk  
(October 29, 2019)

To consider approval of the Minutes of the School Committee Meeting of Thursday, October 17, 2019.

It was moved and voice voted to approve the Minutes of the School Committee Meeting of Thursday, October 17, 2019.



Executive Session  
Minutes/approval  
of

aor #9-22 - Clerk  
(October 30, 2019)

To consider approval of the Executive Session Minutes of February 15, 2018, March 15, 2018, September 6, 2018, December 20, 2018 and October 17, 2019.

It was moved and voice voted to approve the Executive Session Minutes of the School Committee Meetings of February 15, 2018, March 15, 2018, September 6, 2018 and October 17, 2019.

Miss Biancheria arrived at 7:22 p.m.

REPORT OF THE SUPERINTENDENT

Report of the  
Superintendent/  
Office of  
Curriculum and  
Professional  
Development

2..

ROS #9-12 - Administration  
(September 9, 2019)

OFFICE OF CURRICULUM AND PROFESSIONAL  
LEARNING

Dr. Magdalena Ganas, Ed.D, Manager of Curriculum and Professional Development presented a PowerPoint highlighting the Office of Curriculum and Professional Learning. Some of the new programs include Big Ideas, a new middle school math program and language ambassadors, where students from high schools go to local elementary schools. New frameworks are on track including 5 new themes.

Mr. Foley made the following motions:

Request that the Administration provide a report, when data is available, on the success with Envision, the new math textbook.

Request that the Administration provide the results on the individual subject matter AP exams and compare those results to other districts.

On a voice vote, the motions were approved.

Ms. Colorio made the following motion:

Request that the Administration provide in a Friday letter, the statistics on the number of students who take Civics courses and the number of those students who register to vote in elections.

On a voice vote, the motion was approved.

It was moved and voice voted to accept and file the item.

### 3. IMMEDIATE ACTION

qb #9-296.1 - Administration/Administration  
(October 4, 2019)

Recognitions/  
Lizzie Fortin and  
Callie Mulcahy

To recognize the following North High School's art teachers who received the following awards from the Massachusetts Art Education Association:

Lizzie Fortin - Art Educator of the Year, (Coach)  
Callie Mulcahy - Exceptional New Art Teacher of the Year

Mayor Petty and Superintendent Binienda presented certificates to Lizzie Fortin and Callie Mulcahy.

### PERSONNEL

4. It was moved and voice voted to file Personnel Item 9-48 to 9-56.

- 9-48 The Superintendent has APPROVED the APPOINTMENT of the persons named below:

Appointments

Bailey, Kapri, Teacher, Elementary, Goddard, MA, Step 8, \$77,489 effective September 23, 2019. Licensed: Early Childhood Pre-2.\*

Coonan, Kayla, Teacher, Business Education, Doherty, BA, Step 1, \$48,310, effective September 23, 2019. Waiver: Digital Literacy/Computer Science 5-12.\*

Fracassa, Brian, Teacher, Physical Education, Goddard, BA +15, Step 8, \$73,611, effective October 7, 2019. Licensed: Physical Education PreK-8.\*

Giannino, Andrea, Special Education-Behavior Specialist, Systemwide, MA, Step 6, \$69,008 effective October 7, 2019. Waiver: School Adjustment Counselor – all levels\*

Griffin, Megan, Teacher, Elementary, Woodland, BA, Step 1, \$48,310, effective October 7, 2019. Licensed: Elementary 1-6.\*

Lane, David, Teacher, English as a Second Language, North, MA, Step 8, \$71,150, effective October 21, 2019. Licensed: English as a Second Language 5-12.\*

Lombardi, Scott, Teacher, Special Education, Sullivan, BA, Step 2, \$50,945, effective August 22, 2019. Waiver: Moderate Disabilities 5-12.

Macaruso, Corey, Teacher, Kindergarten, Flagg, MA, Step 5, \$66,372, effective September 23, 2019. Licensed: Early Childhood PreK-2.\*

MacDonald, John, Teacher, Physical Education, Roosevelt, MA +15, Step 2, \$58,698, effective September 5, 2019. Licensed: Physical Education PreK-8.\*

Madaus, Ann Marie, Teacher, Special Education, Chandler Elementary, BA, Step 1, \$48,310, effective October 1, 2019. Licensed: Moderate Disabilities PreK-8.\*

Magner, Robert, Teacher, Chemistry, WTHS, BA, Step 4, \$57,393, effective September 3, 2019. Licensed: Chemistry 8-12.\*

McNamara, Anne, Teacher, Special Education, Sullivan, MA, Step 8, \$77,489, effective September 16, 2019. Licensed: Severe Disabilities-all levels.\*

Mitchell, Shelley, English as a Second Language, Systemwide, MA, Step 6, \$69,008, effective October 1, 2019. Licensed: English as a Second Language PreK-6.\*

Neilan, Clarisse, Teacher, Music, Claremont, BA, Step 1, \$48,310, effective August 27, 2019. Licensed Music-all levels.\*

Oberg, Bianca, Teacher, Elementary, Belmont, MA, Step 2, \$57,286, effective August 23, 2019. Licensed: Early Childhood PreK-2.\*

Pepka, Buffie, Teacher, Mathematics, Forest Grove, MA, Step 8, \$77,489, effective August 28, 2019. Licensed: Mathematics 5-8.\*

Pettes, Andrea, Teacher, Special Education, Roosevelt, MA, Step 4, \$63,731, effective October 15, 2019. Licensed: Severe Disabilities – all levels.\*

Rego, Peter, Focused Instructional Coach, Burncoat Middle, MA, Step 8, \$77,489, effective August 22, 2019. Licensed: Mathematics 5-8.

Rolashevich, Diana, Teacher, Elementary, Wawecus, BA, Step 8, \$71,150, effective October 21, 2019. Licensed: Elementary 1-6.\*

Spencer, Jessica, Guidance Counselor, NCC Young Adult, MA, Step 4, \$63,731, effective October 7, 2019. Licensed: School Guidance 5-12.\*

Suzenski, Rebecca, Teacher, Animal Science, WTHS, VL1, Step 1, \$48,310, effective August 26, 2019. Waiver: Animal Science Chapter 74 9-14.\*

Velky, Matthew, Teacher, Special Education, Norrback, BA, Step 8, \$71,150, effective October 21, 2019. Licensed: Moderate Disabilities PreK-8.\*

Viselli, Ashley, Teacher, Special Education, Union Hill, MA, Step 3, \$61,091, effective August 27, 2019. Licensed: Moderate Disabilities PreK-8.\*

Wright, Jeremiah, Teacher, English, Burncoat Middle, BA, Step 1, \$48,310, effective September 6, 2019. Licensed: English 5-12.\*  
\*prorated

Leaves of  
Absence

9-49 The Superintendent has APPROVED the LEAVE OF ABSENCE of the persons named below:

Cupelo, Katelyn, Teacher, Physical Education, Forest Grove, effective August 22, 2019-June 30, 2020.

Grajales, Sara, Teacher, English, South, effective August 22, 2019-June 30, 2020.

Jalbert, Jonathan, Teacher, Physical Education, Burncoat, effective August 22, 2019-June 30, 2020.

Kolaczyk, Kim, Teacher, Mathematics, North, effective August 22, 2019-June 30, 2020.

Maddox, Lisa, School Adjustment Counselor, DAB, effective August 22, 2019-June 30, 2020.

McDermott, Jessica, Teacher, English, Forest Grove, effective August 22, 2019-June 30, 2020.

Power, Mara, Teacher, Special Education, Forest Grove, effective August 22, 2019-June 30, 2020.

Reyes, Celeste, Teacher, English, WEMS, effective August 22, 2019-January 16, 2020.

Robicheau, Celia Campos, Guidance Counselor, GCC, effective August 22, 2019-June 30, 2020.

Taylor, Amanda, Teacher, Elementary, West Tatnuck, effective August 22, 2019-June 30, 2020

- 9-50 The Superintendent has ACCEPTED the RESIGNATION of the persons named below: Resignations
- Cataldo-Enriquez, Roseanne, Teacher, English as a Second Language, North, effective October 24, 2019.
- Cousineau, Kathleen, Teacher, Special Education, Systemwide, effective October 9, 2019.
- Lefebvre, Christina, Teacher, Special Education, Nelson Place, effective October 21, 2019.
- 9-51 The Superintendent has ACCEPTED the RETIREMENT of the persons named below: Retirement
- Earley, Gayle, Department Head, English as a Second Language, Systemwide, effective October 31, 2019.
- Sebring, Mary, Teacher, English, South, effective October 25, 2019.
- 9-52 The Superintendent has APPOINTED the persons named below to the position of Driver Full Size School Bus, permanent/fulltime at a salary of \$22.66 per hour, from Civil Service List #319-028, effective as follows: Appointments/  
Driver Full Size Bus
- Rodriguez, Yajaira 10/15/19
- Rosado, Jose 10/15/19
- 9-53 The Superintendent has APPOINTED the person named below to the position of Aide to the Physically Handicapped, permanent/fulltime at a salary of \$17.04 (minimum) to \$21.00 (maximum) per hour, from Civil Service List #319-042, effective as follows: Appointment/ Aide to  
the Physically  
Handicapped
- Mercado, Samantha 10/21/19
- 9-54 The Superintendent has provisionally APPOINTED the person named below to the position of Word Processor, permanent/ fulltime at a salary of \$20.31 (minimum) to \$24.52 per hour (maximum) effective as shown: Appointment/Word  
Processor
- McGinn, Elizabeth 10/15/19

- 9-55 The Superintendent has APPOINTED the person named below to the position of School Bus Attendant, permanent at a salary of \$16.23 minimum per hour to \$18.08 maximum per hour, from Civil Service List #319-029, effective as follows:

Castillo, Nidia 10/15/19  
Iraheta, Telma 10/15/19  
Rodriguez, Jazmin 10/17/19

- 9-56 To review for informational purposes the Job Descriptions for:

- TV Production/Communications part-time Media Specialist
- Drug Educator

Media Specialist/  
Drug Educator/  
job descriptions

#### GENERAL BUSINESS

5. gb #8-359.1 - Administration/Mr. Monfredo (October 16, 2019)

Academic and  
Character Awards

Response of the Administration to the request to consider the feasibility of presenting more yearly academic and character awards, at the individual school level, to recognize students from each grade who excel in and out of school.

It was moved and voice voted to accept and file the item.

6. gb #9-166.1 - Administration/Mayor Petty/Miss Biancheria/  
Mr. Comparetto/Mr. Foley/Miss McCullough/  
Mr. Monfredo/Mr. O'Connell (October 8, 2019)

Community  
Nonprofits

Response of the Administration to the request to report on school funding of community nonprofits such as African Community Education, the Latino Education Institute and the South East Asian Coalition.

It was moved and voice voted to accept and file the item.

7. gb #9-195.6 - Administration/Miss Biancheria  
(October 23, 2019) FY20 Budget/  
responses to motions

Response of the Administration to the following motions from the FY20 Budget:

**500-91110 - Administration Salaries**

Request that the Administration provide the Job Description for the Innovation Pathway Coordinator position at Worcester Technical High School in line C. School Based Supervision. If feasible, consider sharing this position with the Doherty Memorial High School's Engineering Program. Miss Biancheria

**500152-92000 - Facilities Department Non-Salary**

Request that the Administration provide a report as to the increase in testing and indicate what was done in the schools, as contained in line F Environmental Management Systems. Miss Biancheria

It was moved and voice voted to accepted and file motion A and refer motion B to the Standing Committee on Finance and Operations

8. gb #9-255.1 - Administration/Mr. O'Connell/  
Miss Biancheria/Mr. Monfredo  
(October 8, 2019) Vertical Banners/  
consider installing

Response of the Administration to the request to consider installation of vertical banners in the vicinity of schools, highlighting the colors and iconic symbols of the schools, funded where feasible by donations of the schools' corporate partners and supportive businesses and citizens.

Mr. Monfredo made the following motion:

Request that the Administration provide a list of the schools that are interested in obtaining banners for their schools and the schools that currently have banners.

On a voice vote, the motion was approved.

As a result of the above mentioned motion, principals can, if they wish, seek sponsorship from their corporate sponsors.



"Kids in School Rule"

9. gb#9-271.1 -Administration/Mr. Monfredo/  
Miss Biancheria/Miss McCullough/  
Mr. O'Connell  
(October 30, 2019)

Response of the Administration to the request to continue its collaborative work with various agencies in dealing with the needs of homeless and foster children and consider reviewing the Cincinnati model entitled "Kids in School Rule."

It was moved and voice voted to accept and file the item.

Fire Drills

10. gb #9-285.2 - Administration/Mr. O'Connell  
(October 9, 2019)

Response of the Administration to the request to provide a report indicating the dates of the fire drills at each school.

It was moved and voice voted to accept and file the item.

Fourteen Action Steps

11. gb #9-327 - Administration/Mayor Petty  
(October 7, 2019)

To consider answers to the fourteen Action Steps made by Mayor Petty and approved by the School Committee:

1. School Department to create clear and transparent process to provide the necessary, student-sensitive data needed to do a thorough review of the suspension rates in our Worcester Public Schools. This should include the last 7 years of data.

2. Worcester State University to re-engage with our school department regarding the 2014 report, "Suspension in Worcester: A Continuing Conversation.

3. Incorporate comprehensive training practices focused on understanding cultural differences, unconscious bias, understanding racial disparities, and trauma informed care for all staff. Included in this training is MGL c222. For all staff including School Committee.
4. Review of the state's school discipline statute, MGL c222, to ensure the city is in complete compliance with the law and make any necessary changes to our policies and procedures.
5. Continue to maintain an English Language Learner Parent Advisory Council that includes Community Based Organizations and Community Partners in compliance with law, which will work with both the Director of English Language Learners and the Chief Diversity Officer.
6. Review the practice of out of school suspension for students in K-2 grade and work with community partners and internal staff to create an in-school program to provide counselling and assessment services for these students, contingent on proper funding and in-kind services.
7. Create an Affirmative Action Advisory Committee that would work with the Human Resource Department and the Chief Diversity Officer. Provide a semiannual report to the School Committee, with the Human Resources Department and the Chief Diversity Officer, as to progress.
8. Create a Superintendents Latino Advisory Committee.
9. Quarterly/biannual reports on the progress of the Strategic Plan.
10. Review and maintain the existing suspension hearing and appeal practices so that the same WPS person is not allowed to do both hearings and appeals.
11. Hiring a Chief Diversity Officer who shall report to the Superintendent and who shall work collaboratively with the Department of Human Resources of the Worcester Public Schools.
12. Review and assist a comprehensive plan with college presidents to do focused recruitment and retention plans to hire diverse teachers and support staff.

13. Provide a semi-annual report on the work of the English Language Learner Department and programs to the School Committee on compliance with best practices and Federal DOE guidelines.
14. Work with the School Committee to consider and implement recommendations of the Mayors Commission where appropriate. Work with the Commission to benchmark projects .

Mayor Petty requested that the item be referred to the Standing Committee on Teaching, Learning and Students supports for further discussion.

It was moved and voice voted to file items gb #9-160, 9-161, 9-162.1, 9-163, 9-164 and 9-165.1.

Recognition/  
set date

12. gb #9-347 - Administration  
(October 11, 2019)

To set a date to recognize Steven and Andrew Levy for their generous donation to the new Rice Square School library in memory of their mother, Seena Levy who taught 2nd grade reading there for 28 years.

It was moved and voice voted to set the date of Thursday, November 21, 2019.

Student  
Handbook/  
Code of Conduct/  
review of

13. gb #9-348 - Miss McCullough/Mr. Foley/Mr. Monfredo  
(October 14, 2019)

Request that representatives from the school review the Student Handbook with students at the start of the school year regarding punishable offenses with emphasis on the Code of Conduct section.

Miss McCullough made the following motion:

Request that the Administration include the item and the backup on the next Principals meeting agenda.

On a voice vote, the motion was approved.

It was moved and voice voted to file the item.

14. gb #9-349 - Miss McCullough/Mr. Foley/  
Mr. Monfredo  
(October 14, 2019) NoticeAbility  
Curriculum
- Request that the Administration invite educators who currently teach or train NoticeAbility Curriculum and consider implementing it for students with dyslexia.
- It was moved and voice voted to refer the item to the Standing Committee on Teaching, Learning and Student Supports.
15. gb #9-350 - Miss McCullough/Mr. Foley/  
Mr. Monfredo  
(October 14, 2019) Policy Forums
- Request that the School Committee work with the Clerk of the School Committee to determine 3 or 4 dates in 2020 for policy forums/conversations that will be open to the community.
- It was moved and voice voted to refer the item to the Standing Committee on Governance and Employee Issues.
16. gb #9-351 - Miss McCullough/Miss Biancheria/  
Mr. Foley/Mr. Monfredo/Mayor Petty  
(October 17, 2019) Forward letter
- To forward a letter of recognition to Kellie Shea, Burncoat Dance Instructor, for receiving the Dance Educator Advocacy Award at the 32nd Annual Champions of Arts Education Advocacy Award ceremony.
- It was moved and voice voted to set the date of Thursday, December 5, 2019.
17. gb #9-352 - Administration  
(October 21, 2019) Chapter 74 Revolving  
Fund/Automotive  
Program/  
creation of
- To authorize the Administration to create a Chapter 74 Revolving Fund for the Automotive Program at South High Community School.

Miss Biancheria made the following motion:

Request that the Administration keep the School Committee informed on the progress of securing funds from the State for the After Dark program and incorporate unions into the program to possibly provide students with potential employment opportunities.

On a voice vote, the motion was approved.

It was moved and voice voted to grant authorization.

Prior Fiscal Year  
Payment/  
School Nursing  
Substitute

18. gb #9-353 - Administration  
(October 21, 2019)

To approve a prior fiscal year payment in the amount of \$451.44 to a School Nursing Substitute.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio,  
Mr. Comparetto, Mr. Foley,  
Miss McCullough, Mr. Monfredo,  
Mayor Petty 7

Against the motion: 0  
7

The motion carried.

General Business  
Items or motions/  
filing of

19. gb #9-354 - Administration  
(October 23, 2019)

To consider filing a list of outstanding General Business items or motions.

It was moved and voice voted to accept and file the item.

Bus  
Transportation/  
consider providing  
for students that  
live less than 2  
miles

20. gb #9-355 - Miss McCullough/Miss Biancheria/  
Mr. Foley/Mr. Monfredo  
(October 23, 2019)

Request that the Administration explore the feasibility of providing bus transportation to secondary students that live less than 2 miles from school.

It was moved and voice voted to refer the item to the Standing Committee on Finance and Operations.

21. gb #9-356 - Administration (October 23, 2019) Grant/Mass Skills Capital

To accept the Mass Skills Capital Grant in the amount of \$210,000.00.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio,  
Mr. Comparetto, Mr. Foley,  
Miss McCullough, Mr. Monfredo,  
Mayor Petty 7

Against the motion:  $\frac{0}{7}$

The motion carried.

22. gb #9-357 - Miss McCullough/Mr. Foley/  
Mr. Monfredo (October 23, 2019) Fundraising Policies/ensure compliance

Request that the Administration require each school and staff member (including coaches) be made aware of the school fundraising policies and ensure that they are being followed at each school.

Miss McCullough made the following motion:

Request that the Administration include the item and the response on the next Principals meeting agenda.

On a voice vote, the motion was approved.

It was moved and voice voted to file the item.

23. gb #9-358 - Administration (October 23, 2019) Burncoat Middle and High Schools/ installation of flashing signs
- To consider installing flashing signs in both directions in the proximity of the Burncoat Middle and High schools.

It was moved and voice voted to refer the item to the City Manager and the Traffic and Parking Committee.

Brian A. O'Connell 24.  
Crew Team Boat/  
restoration of

gb #9-359 - Miss Biancheria/Mr. Foley/  
Miss McCullough/Mr. Monfredo  
(October 28, 2019)

Request that the Administration provide a report on crew team boats to include repairs and possible restoration of the O'Connell boat to Request that the Administration provide information on the condition of crew team boats and consider, if feasible, restoration of the Brian A. O'Connell boat.

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

Home School  
Assignments/  
change in

25. gb #9-360 - Administration  
(October 29, 2019)

To consider a change in home school assignments to Nelson Place School, Forest Grove Middle School, and Doherty Memorial High School for certain streets in the vicinity of upper Chester Street.

It was moved and voice voted to refer the item to the Standing Committee on Finance and Operations.

Alternative  
School/lease  
agreement

26. gb #9-361 - Administration  
(October 29, 2019)

To authorize the Administration to enter into a lease agreement for ten years for the Alternative School.

It was moved and voice voted to grant authorization.

Home Rule  
Petition/  
support of

27. gb #9-362 - Miss Biancheria/Mr. Foley/  
Miss McCullough/  
Mr. Monfredo  
(October 29, 2019)

Request that the School Committee forward a letter to the City Council and City Manager in support of Order 9S as follows:

Request City Manager work with NAGE Local 495 to implement the following Home Rule Petition: Be it enacted by the Senate and the House of Representatives in the General Court Assembled, and by authority of the same, as follows: Notwithstanding the provision of any general or special law to the contrary, the personal administrator shall certify any active employee who served in a civil service position in the city of Worcester as a provisional or provisional promotion employee for at least six months prior to the "effective date of passage of this Act," to permanent civil service status in that position. (Mayor Petty)

It was moved and voice voted to forward a letter and keep the School Committee apprised regarding the disposition of this item

28. gb #9-363 - Miss McCullough/Miss Biancheria/  
Mr. Foley/Mr. Monfredo/Mayor Petty  
(October 30, 2019)

Forward letter

Request that the Administration forward a letter to the Worcester Technical High School's carpentry students for making a ramp for their student teacher from WPI.

It was moved and voice voted to forward a letter.

29. gb #9-364 - Administration  
(October 30, 2019)

Prior Fiscal Year  
Payment/The Center  
for Applied Behavior

To approve a prior fiscal year payment in the amount of \$10,012.00 to The Center for Applied Behavioral Instruction.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio,  
Mr. Comparetto, Mr. Foley,  
Miss McCullough, Mr. Monfredo,  
Mayor Petty 7

Against the motion: 0  
7

The motion carried.



Gender Neutral  
Bathrooms

30. gb #9-365 - Mr. Comparetto/Mr. Foley/Miss  
McCullough/  
Mr. Monfredo  
(October 30, 2019)

Request that the Administration install at least one single stall gender neutral bathroom in all new WPS buildings.

It was moved and voice voted to refer the item to the Standing Committee on Finance and Operations and City Manager.

People's Budget  
Quarterly Forum

31. gb #9-366 - Mr. Comparetto  
(October 30, 2019)

Request that the Administration organize a people's budget quarterly forum for February of 2020.

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

School Committee  
Recognitions

32. gb #9-367 - Mr. Comparetto/Mr. Foley  
(October 30, 2019)

Request that the Administration consider a new time and place for School Committee recognitions.

Miss Biancheria requested that the item be filed on a roll call.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio,  
Miss McCullough, Mr. Monfredo,  
Mayor Petty 5

Against the motion: Mr. Comparetto, Mr. Foley 2  
7

The motion carried.

33. gb #9-368 - Mr. Comparetto/Mr. Foley/  
Mr. Monfredo  
(October 30, 2019) Soccer Programs

Request that the Administration provide a report on all soccer programs in the WPS and investigate ways to increase the programming in all schools.

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

34. gb #9-369 - Administration  
(October 30, 2019) Donations

To consider approval of the following donations:

- \$200.00 to the George and Marie Maloney Scholarship Fund from various donors
- \$809.75 to Lake View School from Lifetouch
- \$1,000.00 to Lincoln Street Elementary School from Great Clips
- \$500.00 to Worcester Technical High School Life Skills from Harvard Pilgrim Health Care
- \$250.00 to Chandler Magnet School from the Worcester Education Development Foundation
- \$398.00 to the Worcester Public Schools to use for parent involvement incentive for completing the technology in the home survey

35. gb #9-370 - Administration  
(October 30, 2019) Grant/STARS  
Residencies/  
Worcester Arts  
Magnet School

To accept the STARS Residencies FY20 Grant-Worcester Arts Magnet School in the amount of \$4,900.00.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio,  
Mr. Comparetto, Mr. Foley,  
Miss McCullough, Mr. Monfredo,  
Mayor Petty 7

Against the motion: 0  
7

The motion carried.

Grant/STARS  
Residencies/  
Jacob Hiatt  
Magnet School

36. gb #9-371 - Administration  
(October 30, 2019)

To accept the STARS Residencies FY20 Grant-  
Jacob Hiatt Magnet School in the amount of  
\$4,100.00.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio,  
Mr. Comparetto, Mr. Foley,  
Miss McCullough, Mr. Monfredo,  
Mayor Petty 7

Against the motion:  $\frac{0}{7}$

The motion carried.

Grant/STARS  
Residencies/Chand  
ler Elementary  
School

37. gb #9-372 - Administration  
(October 30, 2019)

To accept the STARS Residencies FY20 Grant-  
Chandler Elementary School in the amount of  
\$3,900.00.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio,  
Mr. Comparetto, Mr. Foley,  
Miss McCullough, Mr. Monfredo,  
Mayor Petty 7

Against the motion:  $\frac{0}{7}$

The motion carried.

Veterans Day  
Events

Mayor Petty announced that the city will be  
holding events on Monday, November 11 in  
commemoration of Veterans Day.

Elections

Mayor Petty congratulated all those who  
won seats in the election on Tuesday,  
November 5, 2019.

The meeting adjourned at 9:22 p.m.

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



# Strategic Plan Update

Report of the Superintendent

Superintendent Maureen Binienda | 11/21/19

# Benchmarks

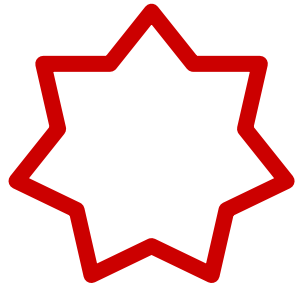
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Exceeded target



Met target



Did not meet target

# Culture of Innovation



CULTURE OF  
INNOVATION

# 1 Embrace a culture of innovation that develops and pilots evidence-based approaches and allocates resources to address chronic student achievement gaps and underperforming schools



CULTURE OF  
INNOVATION

## Target District Supports for High Needs Schools:

- Elementary & Middle Turnaround Networks, **NEW:** High School Turnaround Network
- **NEW:** Cross-School Walkthroughs
- Turnaround Plans
- Added turnaround coach at NHS
- **NEW:** Added an additional instructional coach to SMS, BMS, WEMS, FGMS, BHS Quinsigamond, Chandler Magnet,
- Turnaround site visits - strategy & design sessions
- Allocated funding for additional common planning time for teachers
- Added an assistant principal at WEMS
- **NEW:** Expansion of Dual Language to Woodland Academy

# 1 Embrace a culture of innovation that develops and pilots evidence-based approaches and allocates resources to address chronic student achievement gaps and underperforming schools



CULTURE OF  
INNOVATION

- **NEW:** High School Principals Network formally initiated
- **NEW:** Culturally Responsive staff trainings SMS, Claremont Academy

## Proactive Supports to Enable School Improvements:

- Multiple Cross-School Site Visits
- Focused support and scaffolds from district leaders, district coaches, and liaisons
- **NEW:** “Nurturing Resilience in Students” training series for all staff
- **NEW:** Culturally Responsive trainings for leadership
- **NEW:** Panorama Readiness Survey for all grade 9 students
- **NEW:** Collaborative Problem Solving, Tier 1 Training, Middle and High School teams



## 2 Increase the capacity of school leadership to leverage existing resources for school improvement



CULTURE OF  
INNOVATION

### Enhance School Leader Training Initiatives:

- “New Principals Institute” expanded to year three in partnership with WSU
- **NEW:** Administrative pathway planned in partnership with WSU

### Provide Supports and New Learning Experiences for Veteran Leaders:

- Principals’ learning networks
- Monthly principal meetings supporting all principals (veteran and new)
- Innovative Principal Network (Using Tools as a Digital Leader)  
**NEW:** Added cohort 2
- Professional Development: i.e., Evaluation, Collaborative Leadership, Intro to Cultural Proficiency, MAPLE Innovative School Leaders Network, Analyzing Teaching for Student Results, DESE Safe Schools LGBTQ training, ALICE

## 2 Increase the capacity of school leadership to leverage existing resources for school improvement



CULTURE OF  
INNOVATION

- **NEW:** Professional Development: Nuanced Leadership, Collaborative Problem Solving, Nurturing Resilience in Students, Elementary Principals Early Literacy Institute, Next Generation Learning Center (NGLC) Partnership
- DESE support for :
  - Turnaround support and training
  - Data analysis support
  - Statewide system of support assistance
  - NEW:** Access and Equity Training
  - NEW:** Program Evaluation, Invitation to WPS for participation
  - NEW:** Training all school counselors for use of Panorama data to lead schools in looking at whole child in tiered supports

### 3 Identify demonstrated best practices regionally and across the globe that can be adapted to Worcester's unique conditions to alleviate achievement gaps



CULTURE OF  
INNOVATION

#### Expand Early Learning Supports:

- Adopted “Teaching Strategies Gold” for preschool progress monitoring
- **NEW:** Implementing “Teaching Strategies Gold” for Preschool progress monitoring
- Implementation of support of multiple curriculum for early literacy, “Fountas & Pinnell Classroom” (K-2), “CIA Reading Side by Side” (3-6), Expanded “Self Regulated Strategy Development” (SRSD) (3-6)
- **NEW:** Expanding “Fountas and Pinnell Classroom” to Grade 3, SRSD in Middle and High Schools with regular network support for staff implementation at all levels
- Year 2 of professional development with DESE’s Early Learning Network on Discourse
- **NEW:** Year 3 of professional development with DESE’s Early Literacy Learning Network on Writing
- Common Assessments throughout the year for math instruction K-6

### 3 Identify demonstrated best practices regionally and across the globe that can be adapted to Worcester's unique conditions to alleviate achievement gaps



CULTURE OF  
INNOVATION

#### Scale Early Learning Solutions:

- District wide approach adopted for literacy SY 18-19
- **NEW:** Mini lessons expanding to grades 4-6
- Pilot supports & programs: “Lexia” (Grafton), “Project Lead the Way” (Jacob Hiatt), “Imagine Learning” (NCC), “ST Math” (Union Hill)
- **NEW:** Expansion of pilot supports & programs: “Lexia” (Clark, Lincoln, Columbus Park and Chandler Magnet), “Project Lead the Way” (Forest Grove Middle School, 2020-2021), ST Math (WAMS, Grafton St.)

### 3 Identify demonstrated best practices regionally and across the globe that can be adapted to Worcester's unique conditions to alleviate achievement gaps



CULTURE OF  
INNOVATION

- Planned P-3 Grant with GWCF (Woodland Academy and Canterbury)
- **NEW:** Implementation of Phase 1 of P-3 Grant with GWCF (Woodland Academy and Canterbury)
- Entered 4-year research partnership focused on specific learning disabilities, dyslexia identification, and strategy instruction with MGH and kindergarten teachers, IAs, and SPED
- **NEW:** Early screening conducted first quarter with parent conferences offering assistance for “at risk” students identified in first assessment

### 3 Identify demonstrated best practices regionally and across the globe that can be adapted to Worcester's unique conditions to alleviate achievement gaps



CULTURE OF  
INNOVATION

#### Sustain High Performance in Thriving Schools:

- Sharing effective practices through Elementary Principals Network meetings and instructional rounds
- Curriculum liaisons, SPED Department Heads and ESL coaches provided targeted PD in schools as requested
- Teacher leadership roles in SRSD and literacy initiatives
- **NEW:** Added Assistant Principal at Roosevelt Elementary
- **NEW:** Additional Instructional Coach at FGMS
- **NEW:** SRSD Training and Implementation in Grades 7 and 9

# Benchmarks



CULTURE OF  
INNOVATION

	Baseline	20 19	20 21	20 23	Actual 20 19 Outcome
REDUCE NUMBER OF SCHOOLS PERFORMING AT OR BELOW THE 10 TH PERCENTILE STATEWIDE	10	9	7	5	10



# Academic Excellence





# 1 Increase opportunities for students to develop critical thinking and problem-solving skills and demonstrate knowledge



ACADEMIC  
EXCELLENCE

## Implement Community-Based Learning Opportunities:

- Created and implemented College & Career Readiness Curriculum for all 9th graders
- **NEW:** Expanded College and Career Readiness Curriculum to Grade 10
- Created and implemented College & Career I Course for 10th graders in the Innovative Pathway Program
- Added 43 Dual Enrollment course offerings to course selections to be taught at each high school and at QCC & WSU through the Early College Program for the 2019-2020 School year
- Identified additional internship opportunities for comprehensive high school students through Perkins
- **NEW:** Implementing High School World Language Ambassadors

# 1 Increase opportunities for students to develop critical thinking and problem-solving skills and demonstrate knowledge



ACADEMIC  
EXCELLENCE

## Employ Demonstrated College and Career Academic Sequence:

- All courses aligned to MassCORE

## Offer More Advanced Course Options:

- Expanded Burncoat Middle Hanover Advanced Academy to grade 8
- **NEW:** Expanded Hanover Advanced Academy to Burncoat High School, grade 9
- Increased Spanish Dual Language Program to grade 7 (BMS)
- **NEW:** Expanded Dual Language program to grade 8 (BMS), applied to state for grade 9 expansion and began recruitment with parent and student informational sessions (BHS).
- **NEW:** AP Capstone Diplomas awarded August 20 19

# 1 Increase opportunities for students to develop critical thinking and problem-solving skills and demonstrate knowledge



ACADEMIC  
EXCELLENCE

## Diversify and Increase High School Electives:

- Created 36 new electives for high schools
- Offered 20 Dual Enrollment Courses during the 20 18-20 19 school year
- Created additional electives for middle schools (theatre arts, technology, music)
- **NEW:** Approval in process for Diesel, Culinary and Early Childhood Chapter 74 programs at South High Community School

## 2 Develop students' technology fluency and ensure access to digital learning and computer science (DLCS) curricula



ACADEMIC  
EXCELLENCE

### Develop Digital Learning and Computer Science Options:

- Developed elementary digital literacy and computer science curriculum for rollout in fall 20 19 (K-5)
- **NEW:** Rolled out new elementary digital literacy and computer science curriculum (DLCS) to all students in grades K-5
- Aligned middle school digital literacy and computer science curriculum (7-8)
- **NEW:** Created scope and sequence for grades 7-8 DLCS

## 2 Develop students' technology fluency and ensure access to digital learning and computer science (DLCS) curricula



ACADEMIC  
EXCELLENCE

### **Implement Digital Skill-Building Opportunities:**

- Piloted family technology nights (NHS, FGMS)

### **Increase Access to Digital Learning Options and Courses:**

- Added 3 digital learning and computer science teachers (7- 12) creating 15 classes (Doherty, Forest Grove, Sullivan)

### 3 Increase career awareness and exploration at all grade levels through integrated coursework and a tiered career learning program



#### Implement My Career and Academic Plan and Mentoring:

- MyCAP implemented in high school

#### Increased Availability and Access of Career Learning Experiences:

- Implemented Innovation Pathway Program (BHS, DHS at WTHS)
- **NEW:** Innovation Pathway Program expansion to other comprehensive high schools
- HS leadership - participated in 3 session workshop with DESE to focus on career/academic planning
- Awarded BARR Foundation Planning Grant
- **NEW:** Awarded BARR Foundation Grant to “Reimagine High Schools”
- Awarded Gateway Grant for evaluation of dual language and transitional bilingual education programs

### 3 Increase career awareness and exploration at all grade levels through integrated coursework and a tiered career learning program



ACADEMIC  
EXCELLENCE

- **NEW:** Applying for grants for dual language teacher training and classroom program development
- First annual Opportunity Fair at Hanover Theatre with community partners
- Increased future internship opportunities
- Special Education Transition Planning Initiatives for SWD Ages: 14 - 22
- **NEW:** Transition Program for SWD Ages: 18-22 included job coaches and employment opportunities
- Increase Chapter 74 programs in comprehensive high schools (NHS, SHS)

3

Increase career awareness and exploration at all grade levels through integrated coursework and a tiered career learning program



ACADEMIC  
EXCELLENCE

- Increase Chapter 74 programs: Planning horticultural program at BHS
- **NEW:** Chapter 74 expansion planned for Doherty, expansion of the ETA and in exploration stage for Construction Craft Laborer, Web Development/Programming, and Marketing/Finance/Business

### Enhance Career Exploration and Planning Process through Technology:

- Expanded training and access to Naviance



4

Leverage Worcester's distinct community assets to increase choices in learning options and academic support through partnerships with higher education and community organizations



ACADEMIC  
EXCELLENCE

### Document Effective Programs and Monitor Barriers to Access:

- Project Lead the Way (Jacob Hiatt)
- **NEW:** Applied for Middle School Expansion of Project Lead the Way (FGMS)
- Implement Early College High School (QCC, WSU)
- **NEW:** Continuing Early College High School (QCC, WSU)
- Science Fair- participated in statewide fair held with community partner (WPI)
- CNA certification program (Adult Ed)
- AVID added to NCC Secondary
- **NEW:** AVID added to NCC Young Adults

4

Leverage Worcester's distinct community assets to increase choices in learning options and academic support through partnerships with higher education and community organizations



ACADEMIC  
EXCELLENCE

### Monitor Student Interest to Design Relevant Coursework:

- New courses offered as a result of Naviance students interest survey

### Collaborate with Community Leaders for Comprehensive Student Supports:

- 21st Century After-school/Summer partnership with United Way organizations (SMS, CA, BMS)
- **NEW:** 21st Century at BMS (exemplary status), expanded Claremont-Woodland, initiated at Vernon Hill
- Awarded grant to expand after school clinical supports at six schools
- **NEW:** Continuing expansion of after school clinical supports with local agencies
- English Learner Director meets with cultural organizations bi-monthly to coordinate supports

4

Leverage Worcester's distinct community assets to increase choices in learning options and academic support through partnerships with higher education and community organizations



ACADEMIC  
EXCELLENCE

- **NEW:** Continued collaboration LEI, ACE, SEAC, Family Services and World Soccer Cultural Exchange for summer 20 19 programming for WPS students and families
- **NEW:** Development and Expansion of High Quality Summer Learning Grant WEMS Summer 20 19

### Offer Credit-Bearing Courses in Partnership with Colleges and Universities:

- Offered 20 Dual Enrollment Courses in 20 18-20 19
- Offered 43 Dual Enrollment Courses in 20 19-20 20 taught at the high schools and at area colleges
- Dual Enrollment with NCC Young Adult (QCC) in 20 18-20 19

# Benchmarks



ACADEMIC  
EXCELLENCE

	Baseline	20 19	20 21	20 23	Actual 20 19 Outcome
47% OF 3RD GRADERS WILL MEET OR EXCEED BENCHMARKS IN READING	31%	36%	41%	47%	37%
49% OF 3RD GRADERS WILL MEET OR EXCEED BENCHMARKS IN MATH	29%	36%	42%	49%	30%
100% OF STUDENTS CAN ENGAGE IN A DIGITAL LEARNING EXPERIENCE (Course or skill-building activity)	30%	53%	76%	100%	100%



# Welcoming Schools



WELCOMING  
SCHOOLS

# 1 Prioritize development of systems that support a shared vision for social and emotional development across the district



WELCOMING  
SCHOOLS

## Engage Working Group to Design and Implement Whole-Child Support System:

- Finalizing MTSS working draft for alignment with DESE Fall 20 19 MTSS Planning Workshops
- **NEW:** Leadership attending DESE trainings to align document to state, finalize, and establish roll out plan

## Employ a System to Proactively Respond to Student Needs:

- Provided leadership training on DESE's Early Warning Indicator System (EWIS) platform
- Additional K/1 Specialized classrooms to meet social emotional needs
- **NEW:** District implementation of a Stabilization Team to provide Tier 3 supports to schools partnering with community resources given emphasis on mental health and trauma

# 1 Prioritize development of systems that support a shared vision for social and emotional development across the district



WELCOMING  
SCHOOLS

## Monitor and Take Action to Improve Differences in Outcomes Among Student Groups:

- Continued attendance taskforce
- **NEW:** Through Panorama platform will be able to monitor EWIs and connect to SEL skills
- Created re-thinking discipline taskforce (Quarterly)
- **NEW:** Divided group to focus meetings on Elementary and Secondary needs separately
- **NEW:** Providing Collaborative Problem Solving, Tier 1 training and coaching to MS and HS teams
- Ongoing STEP Clinical Supports to students in specialized classrooms
- **NEW:** Establishing five mental health clinicians for on-call, school based support

# 1 Prioritize development of systems that support a shared vision for social and emotional development across the district



WELCOMING  
SCHOOLS

## **Monitor Student Needs and Allocate Appropriate Supports:**

- School based monitoring of School Accountability Plans
- SPED Behavioral Consultation team provided Tiered 1 targeted behavioral interventions to schools and classrooms

## **Increase Availability of Wraparound Resources:**

- Increase of six positions added to the Office of Social Emotional Learning



2

Implement comprehensive, district-wide approach to monitoring and measuring social and emotional growth and school climate



WELCOMING  
SCHOOLS

### Measure Social-Emotional Learning and School Climate:

- Panorama survey at HEARS schools
- **NEW:** Panorama survey of new grade 9 students with data sharing for grade 9 teams and building leadership

### Increase Staff Capacity to Address Trauma:

- Increased professional learning for SEL staff to provide district wide training on:
  - “Open Circle” and restorative practices.  
**NEW:** As of 11/23, 70 staff have become facilitators of “Open Circle”
  - Increasing resilience in school
  - Mental health in schools
  - Child victims of sexual exploitation

2

Implement comprehensive, district-wide approach to monitoring and measuring social and emotional growth and school climate



WELCOMING  
SCHOOLS

- **NEW:** Currently, 4 agencies are providing after school counseling at 6 schools. Negotiations are underway with 2 agencies for expansion of services.
- **NEW:** All staff participated in PD on increasing student resilience led by Dr. Heather Forkey, UMASS, via video at September and November staff meetings

3

Foster and monitor positive school climate through articulation of shared values/ goals and implementation of effective practices in schools



WELCOMING  
SCHOOLS

### Develop District-wide Expectations for School Culture:

- Added ‘welcoming schools’ initiatives to individual school accountability plans
- **NEW:** Development of a Portrait of a Graduate with input from multiple stakeholders from across the district

### Incorporate Student Participation in School Improvements:

- Student participation in: SHS foyer design, district digital learning committee, Superintendent’s Advisory Council
- **NEW:** Superintendent’s Advisory Council developing “Welcoming Schools” digital guidance document

3

Foster and monitor positive school climate through articulation of shared values/ goals and implementation of effective practices in schools



WELCOMING  
SCHOOLS

- **NEW:** Techquity Committee
- **NEW:** Student ambassadors from each of the seven high schools will participate in focus groups across the community in collecting data for Portrait of a Graduate

### Review Discipline Practices to Ensure Equitable Outcomes:

- Monthly review, analysis, and action planning based on discipline data
- Reviewed and updated cell phone and dress code policies with student & staff input



### Increase Parent Engagement in School-Level Decision Making:

- Bi-monthly CPPAC, ELPAC, and SPEDPAC meetings
- Collaborative and coordinated programming with ACE, SEAC, LEI, WRAP, Family Services, and Cultural Exchange through Soccer
- Family engagement sessions (preschool readiness in faith based organizations, WIPLE with LEI, technology nights with DA's office, EL family welcome sessions at WPL)

4

Increase opportunities for family engagement and participation in decision making at the school level



WELCOMING  
SCHOOLS

### Increase Ease of Access to Student Information:

- Subcommittee met Jan-May 20 18 and recommended 3rd party student information system in spring of 20 18
- **NEW:** Hiring consultant to work with district committee to interview stakeholders and write RFP for 3rd party information system
- **NEW:** School counseling websites created at each of the middle and high schools
- **Develop a Bilingual Parent Advisory Council:**  
Bilingual Parent Advisory Council initiated in January 20 19

# Benchmarks



WELCOMING  
SCHOOLS

	Baseline	20 19	20 21	20 23	Actual 20 19 Outcome
REDUCE CHRONIC ABSENTEEISM TO 14 % FOR STUDENTS	17%	16%	15%	14%	13.8%
INCREASE THE NUMBER OF SCHOOLS WITH AN ACTIVE SITE COUNCIL REPRESENTATIVE OF THE SCHOOL COMMUNITY BY 50 %	N/A	10%	30%	50%	50 %
REDUCE NUMBER OF YOUTH DISCIPLINED FOR NON- DRUG, NON- VIOLENT, AND NON- CRIMINAL OFFENSES BY 30 %	71%	61%	51%	41%	57.2%
REDUCE PERCENTAGE OF STUDENTS SUSPENDED FOR NON- DRUG, NON- VIOLENT, AND NON- CRIMINAL OFFENSES BY ONE- THIRD	4.8%	4.48%	3.84%	3.2%	<i>*data unavailable</i>



INVESTING IN  
EDUCATORS

# Investing in Educators



# 1 Review teacher recruitment and retention approach and implement strategies that will increase access to a highly qualified, diverse teacher workforce



INVESTING IN  
EDUCATORS

## Increase the Number of Highly Qualified Teacher Candidates:

- 96.5% of teachers are highly qualified
- ESL teacher practicum (MAT Program CU)

## Expand and Enhance Recruitment of Diverse Educator Candidates:

- Diversifying teacher workforce through Instructional Assistants Paraprofessional program (WSU) 53
- **NEW:** 13 Instructional Assistants on schedule to receive post baccalaureate 20 20
- Open House in Puerto Rico for recruitment of diverse candidates
- Creation of a Chief Diversity Officer position
- **NEW:** Hired Chief Diversity Officer

# 1 Review teacher recruitment and retention approach and implement strategies that will increase access to a highly qualified, diverse teacher workforce



INVESTING IN  
EDUCATORS

## **Provide Supports to Increase New Teacher Retention:**

- Real Talk Forum - platform to support diverse educators
- New mentoring program for teachers
- Principal mentoring program

## **Develop a Pipeline of Educators among WPS Students:**

- Worcester Future Teachers

## 2 Provide pathways for educators to demonstrate mastery and advance in their professional development



INVESTING IN  
EDUCATORS

### Recognize Skill Acquisition with Formal Credentials:

- Participation in school based ILT meetings
- Innovative Teacher Leadership cohorts (3 cohorts) (iTeachers)  
**NEW:** 2 cohorts added
- Focused instructional coach monthly meetings, workshops, and school visits
- Participation in principals' licensure program (WSU)
- Assumption College School Counseling Workshops available to all school counselors

## 2 Provide pathways for educators to demonstrate mastery and advance in their professional development



INVESTING IN  
EDUCATORS

### **Develop Career Advancement Opportunities for Top Educators:**

- Monthly Special Education Department Head Meetings
- Title III Implementation EL Coach Focus: EL Student Success Plans
- Multi-disciplinary TEAM Focus on Evaluation, Data, Eligibility and Outcomes for EL's & SWD: ESL Coaches, Dual Language & SPED representatives, Evaluation Team Chairs, SPED Diagnostician

### 3 Increase educator capacity to provide high-quality instruction and address student needs by offering diverse professional development opportunities and positive supports



INVESTING IN  
EDUCATORS

#### Professional Development on:

- Multi-sensory Language-based Tools: Wilson and Project Read Training
- Cultural Community Immersion Program
- Digital tools to support English Learners
- ITSP with WEC
- Co-teaching
- Goalbook (IEP Goals and Objectives)

## 3

Increase educator capacity to provide high-quality instruction and address student needs by offering diverse professional development opportunities and positive supports



INVESTING IN  
EDUCATORS

- District wide book study on culturally responsive teaching
- Teaching Strategies for Inclusive Practices (Susan Fitzell)
- **NEW:** Collaborative Problem Solving: *The Discipline Fix* (Dr. J. Stuart Albon)
- Social Emotional Learning & School Refusal (May Institute, Dr. Daniel Martin)
- Disabilities and Interdisciplinary Team Collaboration in Educational Settings
- Behavioral Interventions and ABA Strategies for Students Diagnosed with Autism Spectrum Disorders
- **NEW:** “TeachTown Program” to develop pragmatics and social skills for SWD
- **NEW:** School counselor training on building a college going identity

4

Prioritize and provide supports to develop digital competence and confidence among all educators and leaders in the district to ensure the effective use of technology for teaching, learning, and communication



INVESTING IN  
EDUCATORS

### Provide Professional Development on Available Technology:

- Innovative teacher leadership project expanded
- **NEW:** Innovative teacher leadership project expanded to cohorts 4 & 5

### Employ Instructional Coaches for Technology Integration:

- Additional district technology coach added
- **NEW:** Additional district technology coach added

### Employ District Liaison in Digital Learning and Computer Science (DLCS):

- Applied for federal grant for 9-12 digital literacy and computer liaison (Not received)
- **NEW:** Identified funding to create HS curriculum teams for computer science
- **NEW:** Completed K-5 and 7-8 scope and sequence for DLCS

## 4 Prioritize and provide supports to develop digital competence and confidence among all educators and leaders in the district to ensure the effective use of technology for teaching, learning, and communication



INVESTING IN  
EDUCATORS

### Use Technology to Enhance Communication Options for Educators, Increase Training District-wide on Technology-Enhanced Classrooms, & Provide Variety in Continued Learning Opportunities:

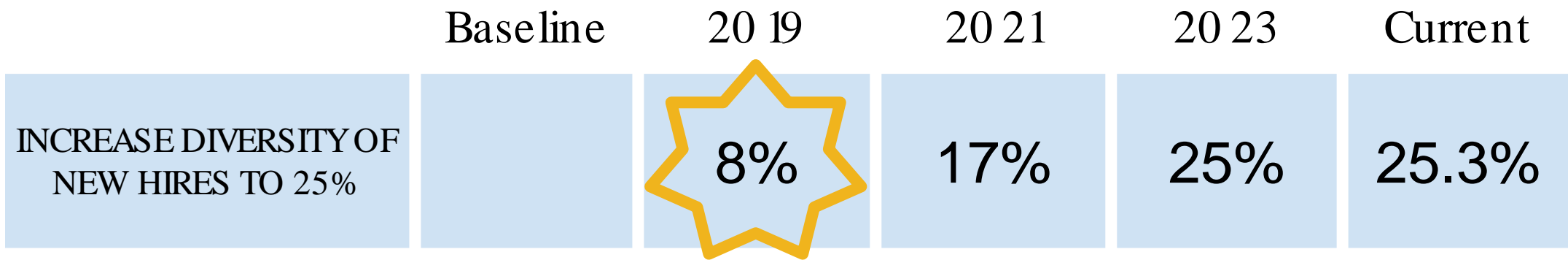
- Diversified professional learning options in technology integration, communication, and digital tools
- Provided professional development to teachers and support staff on AT tools to ensure access for SWD
- **NEW:** Added 15 PDP course on digital tools to support staff in teaching English Learners



# Benchmarks



INVESTING IN  
EDUCATORS





TECHNOLOGY &  
OPERATIONS

# Technology & Operations

# 1 Coordinate and align school administration, governance, and municipal processes to prioritize and support educational improvements for the success of all students



TECHNOLOGY  
+ OPERATIONS

## Review and Improve Governance Operations for Efficiency:

- RIPPLES Group studying facilities management consolidation between city and school services
- Meritorious Budget Award - 6th year
- Bi-monthly interoffice district data meetings

# 1 Coordinate and align school administration, governance, and municipal processes to prioritize and support educational improvements for the success of all students



TECHNOLOGY  
+ OPERATIONS

## Increase Opportunities for the Community to Engage in Policy Discussions:

- Public input meetings: budget, homeschool, Child Find
- **NEW:** Student, family and community focus groups to develop WPS's Portrait of a Graduate
- Strategic planning for new schools (DHS,SHS)

## Develop Joint Committee for Improvement:

- Coordinated efforts with city council on budget with regard to Rec Worcester and middle school sports

## 2 Identify and establish support for fiscal strategies that enhance and scale improvements with demonstrated effectiveness



TECHNOLOGY  
+ OPERATIONS

### **Review and Identify Strategies to Support District Priorities within Current Budget:**

- Aligned new funding with strategic plan priorities
- Applied for grants to align with strategic plan priorities

### **Launch Campaign for Increased State Funding for School District:**

- Advocacy for foundation budget:
  - “Tale of Cities” presentation grew from 2 to 50 communities
  - MA State House
  - Media Coverage: Boston Globe, Jordan Levy, Worcester Telegram, Worcester Magazine, Channel 4 Boston
  - Partnered with New Bedford & Brockton to develop action plans to increase foundation budget funding

### 3 Establish a strategic communication and outreach approach that promotes district opportunities and establishes Worcester as a leader in urban education



TECHNOLOGY  
+ OPERATIONS

#### Develop and Maintain Resources that Attract New Families to WPS:

- New ADA mobile responsive website
  - Family friendly language
  - Easy to navigate
  - Embedded social media feed
  - Translation
- Increase social media posting and platforms (video, images, highlights)

#### Enhance Community Awareness of WPS Offerings:

- Developed technology plan with stakeholder input
- Planned for mobile app to be launched in late 20 19
- **NEW:** District App coming soon

## 4 Establish the infrastructure necessary to support technology access and integration across the district



TECHNOLOGY &  
OPERATIONS

### Establish District Culture and Operations Around Technology:

- Technology plan created with stakeholder input
- Procedures created for technology access and use

### Engage an Advisory Body on Technology Rollout:

- Continuation of district technology committee and subcommittees that oversaw and advised on rollout
- End of year staff survey to gauge impact and continued need of digital migration

## 4 Establish the infrastructure necessary to support technology access and integration across the district



TECHNOLOGY &  
OPERATIONS

### Employ an Updated Information System:

- Subcommittee met Jan-May 20 18 and recommended 3rd party student information system in spring of 20 18
- **NEW:** Funding identified for external SIS selection and transition
- **NEW:** Hiring consultant to meet with stakeholders to create RFP for new SIS

### Improve Wireless Access in School Buildings:

- 100 % of buildings with new wireless access



## 4 Establish the infrastructure necessary to support technology access and integration across the district



TECHNOLOGY &  
OPERATIONS

### Develop a Strategy to Increase Access to Technology in Classrooms & Increase Student Access to Devices in All Grades:

- Re-allocated existing budget funds to:
  - 1,000 desktops
  - 2:1ratio Chromebooks grades 3-6
  - 2:1ratio Chromebooks grades 9-12
  - purchase 100 projectors
  - Sustain 1:1ipad program at Union Hill and Woodland
  - Established funding for existing device maintenance

## 4 Establish the infrastructure necessary to support technology access and integration across the district



### TECHNOLOGY & OPERATIONS

- **NEW:** Through supplemental spending:
  - 2:1 ratio Chromebooks in grades K-2, arriving late fall
  - 1:1 ratio Chromebooks in grades 7-8, arriving late fall

### Establish Funding for Device Maintenance:

- Funding maintenance for new devices has been allocated

## 4 Establish the infrastructure necessary to support technology access and integration across the district



TECHNOLOGY &  
OPERATIONS

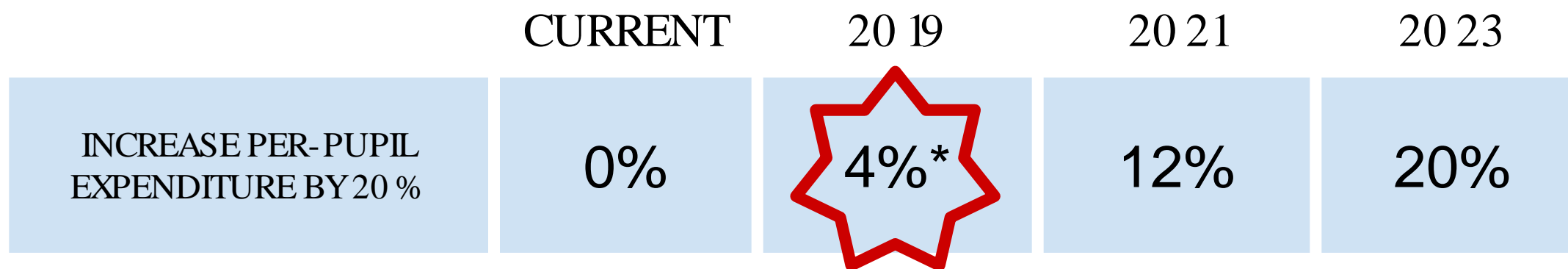
### Address the Digital Divide Outside of School:

- Met with community partners and city officials about solutions to close after-school access gap (still planning)
- Supporting Girls Inc. in the planning for their new technology center to meet after school needs of their WPS girls
- Seeking grants with “Tech Goes Home”
- **NEW:** Tequity Committee formed
- **NEW:** Family and Student technology access survey administered

# Benchmarks



INVESTING IN  
EDUCATORS



\*Foundation Budget increased 1.8 % in 20 19.

# Thank You!



Committee Members

John Foley, Chairman  
Molly McCullough, Vice Chairman  
Dante Comparetto

AGENDA #5

F/O

11-18-19

Page 1

A C T I O N S

The Standing Committee on Finance and Operations met at 5:00 p.m. on Monday, November 18, 2019 at the Durkin Administration Building in Room 410.

There were present: Miss McCullough and Chairman Foley

There was absent: Mr. Comparetto

Representing Administration were: Mr. Allen, Superintendent Binienda, Dr. O'Neil and Dr. Friel

Others in Attendance: S. Ansaldi, J. Bedard, S. Burke, L. Cahill, S. Consalvo,  
A. Dennehy, F. Dennehy, T. Novick, M. Richards, M. Sacksteder

gb #9-198 - Mr. Foley/Miss McCullough/Mr. Monfredo/Mr. O'Connell  
(May 13, 2019)

Request that the Administration consider the proposal by the parents and neighbors of Flagg Street School to construct a pathway from St. Paul Drive to Flagg Street School.

Mr. Foley made the following motion:

Request that the Administration approve the recommendation to construct a pathway from St. Paul Drive to Flagg Street School by the Summer of 2020 and interact with the Worcester DPW, prior to construction, to ensure that the project will not negatively impact the surrounding area.

On a voice vote, the motion was approved.

On a roll call of 2-0-1 (absent Mr. Comparetto) the motion was approved.

gb #8-233 - Administration (July 18, 2018)

To review the status of the FY19 Budget and make appropriate transfers as required.

It was moved and voice voted to accept and file the item.

AGENDA #5

F/O

11-18-19

Page 2

gb #9-266 - Administration (August 21, 2019)

To review the status of the FY20 Budget and make appropriate transfers as required.

Mr. Allen provided an update on the First Quarter Report for the FY20 Budget.

It was moved to approve the following transfers:

<u>Amount</u>	<u>From Account</u>	<u>Account Title</u>	<u>To Account</u>	<u>Account Title</u>
\$500,000	500-91111	Teacher Salaries	500-92204	Instructional Materials
\$184,150	500-91110	Administration Salaries	500130-92000	Personal Services

On a roll call of 2-0-1 (absent Mr. Comparetto), the motion was approved.

Hold for the Second Quarter Report.

motion gb #9-195.6 - Miss Biancheria (October 23, 2019)**500152-92000 - Facilities Department Non-Salary**

Request that the Administration provide a report as to the increase in testing and indicate what was done in the schools, as contained in line F Environmental Management Systems.

Miss Biancheria

Miss McCullough made the following motion:

Request that the Administration place the backup to this item onto the WPS website.

On a voice vote, the motion was approved.

It was moved and voted to accept and file the motion from the FY20 Budget relative to the Environmental Management Systems.

The meeting adjourned at 5:40 p.m.

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

**Response**

Summary of 2019-2020 plan approval process:

Total of 158 Approved Home school plans for students (98 families)

96 Approved in fewer than 7 days

26 Approved in 8-14 days

19 Approved in 15-20 days

17 Approved in more than 20 days. All of these were incomplete at the time of submission. Each was missing the required evidence of progress. This was submitted and approval followed.

Note that 10 additional students are now over age 16 and no plan is required.

As of November 6, 2019, only 2 students have not submitted a plan for the current year after having an approved plan for 2018-2019.

The data indicates a marked improvement in processing time for plans from previous years. Parents were invited to an informational session, the website contains information, and responses and communication were provided via email upon request. Future plans will be mailed to parents/guardians and email submission or paper will be accepted as the parent/guardian directs and prefers. Notifications will be sent via mail or electronically as the parent/guardian directs.

Additionally, district staff and the WPS civil rights attorney have communicated with other systems. A recent court ruling supported the WPS standards for evidence. These standards are listed in the plan form and detailed on the WPS website.

When a plan is not approved, the parent is notified via letter what is needed for successful completion. Parents/guardians are encouraged in the letter to reach out with specific questions.



CTE/CVTE Courses

Course Restricted by Location

DeptCode	CrsNumb	CrsName	21 BHS	22 DMHS	23 NHS	24 SHS	25 WTHS
CTE	2162	Pathophysiology I			Yes		
CTE	2172	Pathophysiology II			Yes		
CTE	2173	Pathophysiology II			Yes		Yes
CTE	2262	Forensics					
CTE	2392	Forensics Pt 1			Yes		
CTE	3183	SSJ Internship					
CTE	3343	SSJ Exploratory			Yes		
CTE	3552	Legal Aspects					
CTE	3553	Legal Aspects					
CTE	5443	Auto Tech 11 Internship	Yes			Yes	
CTE	5453	Auto 12 Intern I Pt 1	Yes			Yes	
CTE	5463	Auto 12 Internship I Pt 2	Yes			Yes	
CTE	5473	Auto 12 Internship I	Yes			Yes	
CTE	5483	Auto 12 Internship II				Yes	
CTE	7013	Multimedia Tech I			Yes		
CTE	7023	Multimedia Tech II			Yes		
CTE	7083	Exploring Tech Comm					
CTE	7093	Automotive Tech I	Yes			Yes	
CTE	7093	Automotive Tech I	Yes			Yes	
CTE	7103	Automotive Tech II	Yes				
CTE	7113	Automotive Tech III	Yes				
CTE	7193	Intro Human Serv					
CTE	7233	STB Internship			Yes		
CTE	7273	Expl Bus Info Sys			Yes		
CTE	7283	Business Info Systems			Yes		
CTE	7372	Diesel Technology I					
CTE	7382	Diesel Technology II					
CTE	7393	Intro to Business			Yes		
CTE	7402	Diesel III					
CTE	7422	Marketing I		Yes	Yes	Yes	
CTE	7423	Marketing I		Yes	Yes	Yes	
CTE	7432	Marketing II		Yes	Yes	Yes	
CTE	7433	Marketing II		Yes	Yes	Yes	
CTE	7483	Business Technology 12			Yes		Yes
CTE	7493	Business Technology 10					
CTE	7543	Automotive Tech II				Yes	
CTE	7553	Automotive Tech III				Yes	
CTE	7573	Automotive Tech IV				Yes	
CTE	7583	Early Childhood III			Yes	Yes	
CTE	7653	Early Childhood II Pt 1			Yes		
CTE	7683	Culinary IV					
CTE	7693	IT Essentials					

CTE	7693 IT Essentials		
CTE	7693 IT Essentials		
CTE	7693 IT Essentials		
CTE	7693 IT Essentials		
CTE	7703 STB Exploratory	Yes	
CTE	7923 CNA and Health Skills		
CTE	7943 Intro to Networking		
CTE	7943 Intro to Networking		
CTE	7953 Construction Tech Spec		
CTE	7953 Construction Tech Spec		
CTE	7963 Machine Operations		
CTE	7963 Machine Operations		
CTE	8173 Fundamentals of Health		
CTE	8183 Human Physiology	Yes	Yes
CTE	8213 HSA Internship	Yes	
CTE	8353 Intro to Health Careers		
CTE	8353 Intro to Health Careers		
CTE	8353 Intro to Health Careers		
CTE	8353 Intro to Health Careers		
CTE	8353 Intro to Health Careers		
CTE	8353 Intro to Health Careers		
CTE	8363 HSA Exploratory		
CTE	9123 Site Internship		
CTE	9123 Site Internship		
CTE	9123 Site Internship		
CTE	9123 Site Internship		
CTE	9182 Coll and Car Readiness II		
CTE	9182 Coll and Car Readiness II		
CTE	9182 Coll and Car Readiness II		
CTE	9182 Coll and Car Readiness II		
CTE	9182 Coll and Car Readiness II		
CTE	9182 Coll and Car Readiness II		
CTE	9182 Coll and Car Readiness II		
CTE	9182 Coll and Car Readiness II		
CTE	9190 Car and Acad Plan I Pt 2B		
CTE	9190 Car and Acad Plan I Pt 2B		
CTE	9193 Car and Acad Plan I Pt 2B		
CTE	9493 Car and Acad Plan I Pt 1B		
CTE	9493 Car and Acad Plan I Pt 1B		
CTE	9493 Car and Acad Plan I Pt 1B		
CTE	9493 Car and Acad Plan I Pt 1B		
CTE	9503 Car and Acad Plan I Pt 2A		
CTE	9503 Car and Acad Plan I Pt 2A		
CTE	9613 Intro Adv Manufacturing		
CTE	9613 Intro Adv Manufacturing		
CTE	9613 Intro Adv Manufacturing		

CTE	9613 Intro Adv Manufacturing		
CTE	9613 Intro Adv Manufacturing		
CTE	9623 Into to Civil Engineering		
CTE	9623 Into to Civil Engineering		
CTE	9623 Into to Civil Engineering		
CTE	9623 Into to Civil Engineering		
CTE	9623 Into to Civil Engineering		
CTE	9652 Coll and Car Readiness I		
CTE	9652 Coll and Car Readiness I		
CTE	9652 Coll and Car Readiness I		
CTE	9652 Coll and Car Readiness I		
CTE	9652 Coll and Car Readiness I		
CTE	9652 Coll and Car Readiness I		
CTE	9653 Car and Acad Plan I Pt1A		
CTE	9653 Car and Acad Plan I Pt1A		
CTE	9653 Car and Acad Plan I Pt1A		
CTE	9653 Car and Acad Plan I Pt1A		
CTE	9673 Coll and Car Read III		
CTE	9903 Career Readiness Capstone		
CVTE	5012 Intro Tech - Eng	Yes	Yes
CVTE	5013 Intro Tech - Eng	Yes	Yes
CVTE	5022 Practical Engineering	Yes	Yes
CVTE	5032 Process Engineering	Yes	Yes
CVTE	5042 Electrical Engineering	Yes	Yes
CVTE	5053 Exp Tech - Engineering	Yes	Yes
CVTE	5063 Engineering Design - Fab	Yes	Yes
CVTE	5073 Engineering Design - Manf	Yes	Yes
CVTE	5083 Comp Tech for HP	Yes	
CVTE	5093 Spanish II for HP	Yes	Yes
CVTE	5112 Human Physiology	Yes	Yes
CVTE	5122 Pathophysiology I	Yes	Yes
CVTE	5123 Pathophysiology I	Yes	Yes
CVTE	5132 Pathophysiology II	Yes	Yes
CVTE	5133 Pathophysiology II	Yes	Yes
CVTE	5142 Fundamentals of Health	Yes	Yes
CVTE	5143 Fundamentals of Health	Yes	Yes
CVTE	5152 Biotechnology	Yes	Yes
CVTE	5153 Biotechnology	Yes	Yes
CVTE	5163 HSA Internship	Yes	Yes
CVTE	5172 HSA Laboratory Skills 9	Yes	Yes
CVTE	5182 HSA Laboratory Skills 10	Yes	
CVTE	5192 HSA Laboratory Skills 11	Yes	
CVTE	5202 HSA Laboratory Skills 12	Yes	
CVTE	5212 Business Technology 10	Yes	
CVTE	5213 Business Technology 10	Yes	
CVTE	5222 Business Technology 11	Yes	

CVTE	5223 Business Technology 11	Yes	
CVTE	5232 Business Technology 12	Yes	Yes
CVTE	5233 Business Technology 12	Yes	
CVTE	5242 Business Technology 9	Yes	
CVTE	5243 Business Technology 9	Yes	
CVTE	5252 Accounting II		
CVTE	5262 Spreadsheet Development	Yes	
CVTE	5263 Spreadsheet Development	Yes	
CVTE	5272 Database Administration	Yes	
CVTE	5273 Database Administration	Yes	
CVTE	5282 Business Tech Seminar	Yes	
CVTE	5283 Business Tech Seminar	Yes	
CVTE	5293 Culinary 11 Internship		Yes
CVTE	5303 Culinary 12 Intern Pt 1		Yes
CVTE	5313 Culinary 12 Intern Pt 2		Yes
CVTE	5323 Culinary 12 Internship I		Yes
CVTE	5333 Culinary 12 Intern II		Yes
CVTE	5343 Ear Childhood 11 Intern		Yes
CVTE	5353 Ear Child 12 Intern I Pt1		Yes
CVTE	5363 EC 12 Intern I Pt 2		Yes
CVTE	5373 Ear Child 12 Internship I		Yes
CVTE	5383 Ear Child 12 Intern II		Yes
CVTE	5393 Diesel Tech 11 Internship		Yes
CVTE	5403 Diesel 12 Intern I Pt 1		Yes
CVTE	5413 Diesel 12 Intern I Pt 2		Yes
CVTE	5423 Diesel 12 Internship I		Yes
CVTE	5433 Diesel 12 Internship II		Yes
CVTE	5493 Ear Child 12 Intern II		
CVTE	7163 Culinary Arts I		Yes
CVTE	7173 Culinary Arts II		Yes
CVTE	7373 Diesel Technology I		Yes
CVTE	7383 Diesel Technology II		Yes
CVTE	7403 Diesel Technology III		Yes
CVTE	7443 Early Childhood I	Yes	Yes
CVTE	7443 Early Childhood I	Yes	Yes
CVTE	7453 Early Childhood II	Yes	Yes
CVTE	7453 Early Childhood II	Yes	Yes
CVTE	7533 STB Internship	Yes	
CVTE	7563 Early Childhood III		
CVTE	7593 Culinary Arts III		Yes
CVTE	7643 Early Childhood IV	Yes	Yes
CVTE	7783 Diesel Technology IV		
CVTE	7793 Culinary Arts IV		
CVTE	9633 Career Acad Planning I		Yes
CVTE	9643 Career Acad Planning II		Yes
CVTE	11001 RT Exploratory		Yes
CVTE	11002 AU Theory 9		Yes

CVTE	11003 AU Theory 10	Yes
CVTE	11004 AU Theory 11	Yes
CVTE	11005 AU Theory 12	Yes
CVTE	11006 RT-Auto Coll 9	Yes
CVTE	11007 RT-Auto Coll 10	Yes
CVTE	11008 RT-Auto Coll 11	Yes
CVTE	11009 RT-Auto Coll 12	Yes
CVTE	11010 BF Related Theory 9	Yes
CVTE	11011 BF Related Theory 10	Yes
CVTE	11012 BF Related Theory 11	Yes
CVTE	11013 BF Related Theory 12	Yes
CVTE	11014 Biotech Related Theory 9	Yes
CVTE	11015 Biotech Related Theory 10	Yes
CVTE	11016 Biotech Related Theory 11	Yes
CVTE	11017 Biotech Related Theory 12	Yes
CVTE	11018 Client Operating System	Yes
CVTE	11019 Server and Network Op	Yes
CVTE	11020 Enterprise Web Management	Yes
CVTE	11021 Integrated Business Dev	Yes
CVTE	11022 CP Related Theory 9	Yes
CVTE	11023 CP Related Theory 10	Yes
CVTE	11024 CP Related Theory 11	Yes
CVTE	11025 CP Related Theory 12	Yes
CVTE	11026 CS Related Theory 9	Yes
CVTE	11027 CS Related Theory 10	Yes
CVTE	11028 CS Related Theory 11	Yes
CVTE	11029 CS Related Theory 12	Yes
CVTE	11030 CA Related Theory 9	Yes
CVTE	11031 CA Related Theory 10	Yes
CVTE	11032 CA Related Theory 11	Yes
CVTE	11033 CA Related Theory 12	Yes
CVTE	11034 DR Related Theory 9	Yes
CVTE	11035 DR Related Theory 10	Yes
CVTE	11036 DR Related Theory 11	Yes
CVTE	11037 DR Related Theory 12	Yes
CVTE	11038 EC Related Theory 9	Yes
CVTE	11039 EC Related Theory 10	Yes
CVTE	11040 EC RT ORIENT Ear Ch AP	Yes
CVTE	11041 EC RT GR and DEV YG CH AP	Yes
CVTE	11042 EL Related Theory 9	Yes
CVTE	11043 EL Related Theory 10	Yes
CVTE	11044 EL Related Theory 11	Yes
CVTE	11045 EL Related Theory 12	Yes
CVTE	11046 RT-Elec Tech 9	Yes
CVTE	11047 RT-Elec Tech 10	Yes
CVTE	11048 RT-Elec Tech 11	Yes
CVTE	11049 RT-Elec Tech 12	Yes

CVTE	11050 RT Environ Tech 9		Yes
CVTE	11051 RT Environ Tech 10		Yes
CVTE	11052 RT Environ Tech 11		Yes
CVTE	11053 RT Environ Tech 12		Yes
CVTE	11054 GA Related Theory 9		Yes
CVTE	11055 GA Related Theory 10		Yes
CVTE	11056 GA Related Theory 11		Yes
CVTE	11057 GA Related Theory 12		Yes
CVTE	11058 HA Related Theory 9	Yes	Yes
CVTE	11059 HA Related Theory 10	Yes	Yes
CVTE	11060 Human Anatomy 11	Yes	Yes
CVTE	11061 Human Anatomy 12	Yes	Yes
CVTE	11062 HL Related Theory 9		Yes
CVTE	11063 HL Related Theory 10		Yes
CVTE	11064 HL Related Theory 11		Yes
CVTE	11065 HL Related Theory 12		Yes
CVTE	11066 RT HVAC- R 9		Yes
CVTE	11067 RT HVAC - R 10		Yes
CVTE	11068 RT HVAC - R 11		Yes
CVTE	11069 RT HVAC - R 12		Yes
CVTE	11070 MA Related Theory 9		Yes
CVTE	11071 MA Related Theory 10		Yes
CVTE	11072 MA Related Theory 11		Yes
CVTE	11073 MA Related Theory 12		Yes
CVTE	11074 PD Related Theory 9		Yes
CVTE	11075 PD Related Theory 10		Yes
CVTE	11076 PD Related Theory 11		Yes
CVTE	11077 PD Related Theory 12		Yes
CVTE	11078 PL Related Theory 9		Yes
CVTE	11079 PL Related Theory 10		Yes
CVTE	11080 PL Related Theory 11		Yes
CVTE	11081 PL Related Theory 12		Yes
CVTE	11082 SM Related Theory 9		Yes
CVTE	11083 SM Related Theory 10		Yes
CVTE	11084 SM Related Theory 11		Yes
CVTE	11085 SM Related Theory 12		Yes
CVTE	11086 Client Operating Sys		Yes
CVTE	11087 Server and Network OS		Yes
CVTE	11088 Server Dir Serv		Yes
CVTE	11089 Linux		Yes
CVTE	11090 Animal Science Theory 9		Yes
CVTE	11091 Animal Science Theory 10		Yes
CVTE	11092 Animal Science Theory 11		Yes
CVTE	11093 Animal Science Theory 12		Yes
CVTE	11094 WE Related Theory 9		Yes
CVTE	11095 WE Related Theory 10		Yes
CVTE	11096 WE Related Theory 11		Yes

CVTE	11097 WE Related Theory 12	Yes
CVTE	11098 Automotive 9	Yes
CVTE	11099 Automotive 10	Yes
CVTE	11100 Automotive 11	Yes
CVTE	11101 Automotive 12	Yes
CVTE	11102 Auto Collision 9	Yes
CVTE	11103 Auto Collision 10	Yes
CVTE	11104 Auto Collision 11	Yes
CVTE	11105 Auto Collision 12	Yes
CVTE	11106 Bank-Finance 9	Yes
CVTE	11107 Bank-Finance 10	Yes
CVTE	11108 Bank-Finance 11	Yes
CVTE	11109 Bank-Finance 12	Yes
CVTE	11110 Biotechnology 9	Yes
CVTE	11111 Biotechnology 10	Yes
CVTE	11112 Biotechnology 11	Yes
CVTE	11113 Biotechnology 12	Yes
CVTE	11114 Intro to Programming	Yes
CVTE	11115 Intro to Computer Science	Yes
CVTE	11116 Web App Programming	Yes
CVTE	11117 Advanced Programming	Yes
CVTE	11118 Carpentry 9	Yes
CVTE	11119 Carpentry 10	Yes
CVTE	11120 Carpentry 11	Yes
CVTE	11121 Carpentry 12	Yes
CVTE	11122 Cosmetology 9	Yes
CVTE	11123 Cosmetology 10	Yes
CVTE	11124 Cosmetology 11	Yes
CVTE	11125 Cosmetology 12	Yes
CVTE	11126 Culinary Arts 9	Yes
CVTE	11127 Culinary Arts 10	Yes
CVTE	11128 Culinary Arts 11	Yes
CVTE	11129 Culinary Arts 12	Yes
CVTE	11130 Drafting 9	Yes
CVTE	11131 Drafting 10	Yes
CVTE	11132 Drafting 11	Yes
CVTE	11133 Drafting 12	Yes
CVTE	11134 Early Childhood 9	Yes
CVTE	11135 Early Childhood 10	Yes
CVTE	11136 Early Childhood 11	Yes
CVTE	11137 Early Childhood 12	Yes
CVTE	11138 Electrical 9	Yes
CVTE	11139 Electrical 10	Yes
CVTE	11140 Electrical 11	Yes
CVTE	11141 Electrical 12	Yes
CVTE	11142 Elec Mech Tech 9	Yes
CVTE	11143 Elec Mech Tech 10	Yes

CVTE	11144 Elec Mech Tech 11		Yes
CVTE	11145 Elec Mech Tech 12		Yes
CVTE	11146 Environ Tech 9		Yes
CVTE	11147 Environ Tech 10		Yes
CVTE	11148 Environ Tech 11		Yes
CVTE	11149 Environ Tech 12		Yes
CVTE	11150 Explore Shop 9		Yes
CVTE	11151 Graphic Arts 9		Yes
CVTE	11152 Graphic Arts 10		Yes
CVTE	11153 Graphic Arts 11		Yes
CVTE	11154 Graphic Arts 12		Yes
CVTE	11155 Health Assist 9	Yes	Yes
CVTE	11156 Health Assist 10	Yes	Yes
CVTE	11157 Health Assist 11	Yes	Yes
CVTE	11158 Health Assist 12	Yes	Yes
CVTE	11159 Hotel-Lodge 9		Yes
CVTE	11160 Hotel-Lodge 10		Yes
CVTE	11161 Hotel-Lodge 11		Yes
CVTE	11162 Hotel-Lodge 12		Yes
CVTE	11163 HVAC - R 9		Yes
CVTE	11164 HVAC - R10		Yes
CVTE	11165 HVAC - R 11		Yes
CVTE	11166 HVAC - R 12		Yes
CVTE	11167 Machine 9		Yes
CVTE	11168 Machine 10		Yes
CVTE	11169 Machine 11		Yes
CVTE	11170 Machine 12		Yes
CVTE	11171 Paint Decor 9		Yes
CVTE	11172 Paint Decor 10		Yes
CVTE	11173 Paint Decor 11		Yes
CVTE	11174 Paint Decor 12		Yes
CVTE	11175 Plumbing 9		Yes
CVTE	11176 Plumbing 10		Yes
CVTE	11177 Plumbing 11		Yes
CVTE	11178 Plumbing 12		Yes
CVTE	11179 Sheet Metal 9		Yes
CVTE	11180 Sheet Metal 10		Yes
CVTE	11181 Sheet Metal 11		Yes
CVTE	11182 Sheet Metal 12		Yes
CVTE	11183 Comp Hard and Sup		Yes
CVTE	11184 Network Fund		Yes
CVTE	11185 Rout Prot and Con		Yes
CVTE	11186 LAN Switch and Wire		Yes
CVTE	11187 Animal Science 9		Yes
CVTE	11188 Animal Science 10		Yes
CVTE	11189 Animal Science 11		Yes
CVTE	11190 Animal Science 12		Yes



CVTE	11191 Welding 9	Yes
CVTE	11192 Welding 10	Yes
CVTE	11193 Welding 11	Yes
CVTE	11194 Welding 12	Yes
CVTE	11195 Business Tech 11	Yes
CVTE	11196 Business Tech 12	Yes
CVTE	11197 Telecom 11	Yes
CVTE	11198 Network Fund	Yes
CVTE	11199 Environ Tech 11	Yes
CVTE	11200 Environ Tech 12	Yes

Current Year Enrollments

Location	# Students	Course has Students Involved in IPP Enrolled
23 - North High	28	
23 - North High	18	
24 - South High	2	
23 - North High	10	
21 - Burncoat High	45	
24 - South High	33	
21 - Burncoat High	10	IPP
21 - Burncoat High	3	
24 - South High	97	
24 - South High	16	
23 - North High	14	
24 - South High	34	IPP
24 - South High	11	
24 - South High	6	
24 - South High	8	
21 - Burncoat High	1	IPP

22 - Doherty High	5	IPP
23 - North High	7	IPP
24 - South High	6	IPP
30 - University Park	1	IPP

21 - Burncoat High	8	IPP
22 - Doherty High	7	IPP
21 - Burncoat High	4	IPP
22 - Doherty High	1	IPP
21 - Burncoat High	2	IPP
22 - Doherty High	5	IPP

23 - North High	30	IPP
23 - North High	28	
21 - Burncoat High	8	IPP
22 - Doherty High	7	IPP
23 - North High	5	IPP
24 - South High	7	IPP
29 - Claremont Academy	3	IPP
30 - University Park	1	IPP

21 - Burncoat High	12	IPP
22 - Doherty High	53	IPP
29 - Claremont Academy	8	
30 - University Park	41	IPP
2 - Alt St Casimir	14	
21 - Burncoat High	232	IPP
22 - Doherty High	273	IPP
23 - North High	292	IPP
24 - South High	231	IPP
29 - Claremont Academy	79	IPP
30 - University Park	39	IPP
5D - Reach Academy	11	
6B - NCC Young Adult	4	
21 - Burncoat High	20	IPP
22 - Doherty High	17	IPP

21 - Burncoat High	20	IPP
22 - Doherty High	20	IPP
23 - North High	25	IPP
24 - South High	21	IPP
21 - Burncoat High	20	IPP
22 - Doherty High	17	IPP
21 - Burncoat High	2	IPP
22 - Doherty High	3	IPP
23 - North High	1	IPP

24 - South High	1	IPP
30 - University Park	1	IPP
21 - Burncoat High	3	IPP
22 - Doherty High	3	IPP
23 - North High	7	IPP
24 - South High	2	IPP
30 - University Park	1	IPP
2 - Alt St Casimir	1	
21 - Burncoat High	280	
22 - Doherty High	303	IPP
23 - North High	295	
24 - South High	242	
29 - Claremont Academy	87	
30 - University Park	40	
21 - Burncoat High	20	IPP
22 - Doherty High	20	IPP
23 - North High	25	IPP
24 - South High	21	IPP
22 - Doherty High	54	
22 - Doherty High	36	
22 - Doherty High	62	IPP
22 - Doherty High	81	IPP
22 - Doherty High	88	IPP
22 - Doherty High	20	IPP
22 - Doherty High	16	
22 - Doherty High	24	IPP
25 - Technical High	30	
23 - North High	10	
23 - North High	30	
23 - North High	15	
23 - North High	18	
23 - North High	14	
23 - North High	30	
23 - North High	28	
23 - North High	54	
23 - North High	14	
23 - North High	14	
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23 - North High	32	
24 - South High	1	
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24 - South High	12	
24 - South High	16	
24 - South High	20	
24 - South High	4	
23 - North High	18	
24 - South High	14	
23 - North High	20	
24 - South High	16	IPP
23 - North High	24	
24 - South High	3	
24 - South High	12	
24 - South High	1	
24 - South High	31	IPP
24 - South High	20	
25 - Technical High	382	

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25 - Technical High	15
25 - Technical High	13
25 - Technical High	12

Worcester Public Schools was awarded a three-year planning grant for an Innovation Pathways Program (IPP). The IPP provides an opportunity for high school students to earn career credentials through this program at WTI-IS as an extension of their school day. The IPP classes run from November 5, 2019 - March 12, 2019 on Tuesdays, Wednesdays, and Thursdays from 2:15-5:15 PM. Students arrive daily by 1:30 PM, have guest speakers or free time for study, eat an early dinner, and then attend class. Each class typically runs two of those days and some run additional sessions on Saturdays. The IPP classes offered at WTHS in the afternoon are:

- 1101 - AP Computer Science Principles (additionally has 7 Saturdays to prepare for AP exam) 7693 - IT Essentials
- 7943 - Introduction to Networking 7923 - CNA and Health Skills
- 8353 - Introduction to Health Careers 9623 - Introduction to Civil Engineering
- 7953 - Construction Technology and Specifications 9613 - Introduction to Advanced Manufacturing 7963 - Machine Operations

Additionally, Career and Academic Planning classes are support classes they take at their home high schools to ensure students have what they need for success as well as teaching career skills. The IPP classes that are offered during the regular school day are:

- 9653 - Career and Academic Planning I Part IA
- 9493 - Career and Academic Planning I Part I B
- 9503 - Career and Academic Planning I Part 2A
- 9193 - Career and Academic Planning I Part 2B

In November of 2018, Worcester Public Schools embarked on re-establishing a robust Night Life Continuing Education Program in the City. A Director of Night Life was hired to build curriculum and establish courses for this endeavor. These programs provide lifelong learners with opportunities to develop hands-on skills and knowledge for employment or just the fun of it. The instructors are professionals and work as artisans, business owners, educators and masters of their trade. To date the following offerings are being offered: (a link to a much more interactive and descriptive catalog is: [Worcesternightlife.org](http://Worcesternightlife.org))

<b>Fall Hands-On Programs</b>	<b>Start Time</b>	<b>End Time</b>	<b>Classes</b>	<b>Total Time</b>
Absolute Beginner Knitting	6:30 PM	8:30 PM	6	12.0
Anatomy and Physiology	6:00 PM	9:00 PM	10	30.0
Automotive and Diesel Technician	6:00 PM	9:00 PM	20	60.0
Basic German	7:00 PM	9:00 PM	10	20.0
Basic Italian	6:30 PM	8:30 PM	10	20.0
Basic Spanish	6:00 PM	8:00 PM	10	20.0
Bring Balance to Your Budget	6:30 PM	8:00 PM	1	1.5

CAD/ CAM and CNC	6:00 PM	9:00 PM	20	60.0
CDL Permit Test Prep	5:30 PM	7:30 PM	5	10.0
College - Getting There from Here	6:30 PM	8:00 PM	1	1.5
Electrical - Level 1A (Module 1)	5:00 PM	9:00 PM	19	75.0
Electrical - Level 18 (Module 2)	5:00 PM	9:00 PM	19	75.0
Electrical - Level 2A (Module 3)	5:00 PM	9:00 PM	19	75.0
Electrical - Level 28 (Module 4)	5:00 PM	9:00 PM	19	75.0
Electrical - Level 3A (Module 5)	5:00 PM	9:00 PM	19	75.0
Electrical - Level 38 (Module 6)	5:00 PM	9:00 PM	19	75.0
Electrical - Level 4A (Module 7)	5:00 PM	9:00 PM	19	75.0
Electrical - Level 48 (Module 8)	5:00 PM	9:00 PM	19	75.0
Genealogy - The ABC's of Family History	6:00 PM	8:00 PM	4	8.0
Golf for Beginners - Mondays	5:30 PM	6:30 PM	6	6.0
Golf for Beginners - Wednesdays	5:30 PM	6:30 PM	6	6.0
Golf for Golfers - Thursdays	5:30 PM	6:30 PM	6	6.0
Golf for Golfers - Tuesdays	5:30 PM	6:30 PM	6	6.0
Google Simplified	6:30 PM	8:30 PM	1	2.0
Halloween Centerpiece	6:00 PM	8:00 PM	1	2.0
Hoisting - Class 1	5:30 PM	9:30 PM	1	4.0
Hoisting - Class 2	5:30 PM	9:30 PM	1	4.0
Holiday Evergreens- Boxwood Tree	6:00 PM	8:00 PM	1	2.0
Holiday Evergreens - Centerpiece	6:00 PM	8:00 PM	1	2.0
Holiday Evergreens - Wreath	6:00 PM	8:00 PM	1	2.0
Holidays Simplified	6:30 PM	8:30 PM	1	2.0
HTML, CSS and JavaScript	6:00 PM	8:00 PM	6	12.0
Medical Billing and Coding Certification	6:00 PM	9:00 PM	4	12.0
Medical Billing and Insurance	6:00 PM	9:00 PM	10	30.0
Medical Coding	6:00 PM	9:00 PM	20	60.0
Medical Terminology	6:00 PM	9:00 PM	10	30.0
Memoir Writing	6:00 PM	8:00 PM	6	12.0
Municipal Wastewater Treatment	6:00 PM	8:00 PM	6	12.0
Nail Technician	5:30 PM	9:30 PM	25	100.0
Organization Simplified	6:30 PM	8:30 PM	2	4.0
Oxygen Aerobics - Beginner	6:00 PM	7:00 PM	8	8.0
Oxygen Aerobics - Intermediate	6:00 PM	7:00 PM	10	10.0
Paper Clutter Simplified	6:30 PM	8:30 PM	2	4.0
Phlebotomy Technician	6:00 PM	9:00 PM	26	90.0

Photography 1	6:00 PM	8:00 PM	4	8.0
Photography 2	6:00 PM	8:00 PM	4	8.0
Plumbing - Tier 1	6:00 PM	9:00 PM	37	110.0
Plumbing - Tier 2	6:00 PM	9:00 PM	37	110.0
Plumbing - Tier 3	5:30 PM	9:30 PM	28	110.0
Plumbing - Tier 4	5:30 PM	9:30 PM	28	110.0
Plumbing - Tier 5	5:30 PM	9:30 PM	28	110.0
Retirement - Making Your Money Last	6:30 PM	8:00 PM	1	1.5
Sea Glass Window Workshop 11/12	6:30 PM	8:30 PM	1	2.0
Sea Glass Window Workshop 9/19	6:30PM	8:30PM	1	2.0
Social Media Simplified	6:30 PM	8:30 PM	1	2.0
Thanksgiving Arrangement	6:00 PM	8:00 PM	1	2.0
The Entrepreneurial Equation	6:30 PM	8:00 PM	1	1.5
Welding - 1st Session	6:00 PM	8:30 PM	8	20.0
Welding - 2nd Session	6:00 PM	8:30 PM	8	20.0
Welding - 3rd Session	6:00 PM	8:30 PM	8	20.0
Yoga	6:00 PM	7:00 PM	6	6.0
Your Schedule Simplified	6:30 PM	8:30 PM	2	4.0
Your Wardrobe Simplified	6:30 PM	8:30 PM	2	4.0

1-1, Fall Programs Administered by Night life				
QCC- HVAC	6:00 PM	9:00 PM	45	135.0
Electrical Union - Year 1	6:00 PM	9:00 PM	25	75.0
Electrical Union - Year 2	6:00 PM	9:00 PM	25	75.0
Electrical Union - Year 3	6:00 PM	9:00 PM	25	75.0
Electrical Union - Year 4	6:00 PM	9:00 PM	25	75.0
Ironworkers Union	4:30 PM	7:30 PM	26	78.0
AAA Drivers Ed	2:30 PM	4:30 PM	15	30.0

Fall Online Courses (over 900 offered)
A to Z Grant Writing
Achieving Success with Difficult People
Advanced Fiction Writing
Become a Physical Therapy Aide
Career Certification - Certified Mediator and Arbitrator
Career Certification - Graphic Design with Photoshop
Career Certification - IT Foundations
Discover Sign Language

Grammar for ESL
Human Anatomy & Physiology
Introduction to InDesign CC
Spanish in the Classroom
Speed Spanish
Speed Spanish III
Using Social Media in Business
Write Fiction Like a Pro
Writing Essentials

<b>Spring Programs - More Coming</b>
Certified Nurse Assistant (CNA)
Certified Clinical Medical Assistant (CCMA)
Certified Medical Administrative Assistant (CMAA)
EKG Technician (CET)
Electronic Health Records Specialist (CEHRS)
Languages - French and American Sign Language
Yamaha Outboard Motor Repair Training
Technocopia Partnership

The City and Community came together to build a state-of-the-art Career Vocational Technical High School. The administration, faculty, staff, students and community has worked collaboratively since opening the doors in 2006 to provide a world-class education and training for those that enter the doors. Since its inception, it has been desired to extend the hours of operation beyond afternoon dismissal to take advantage of the significant capital investment and rigorous curriculum to train a highly skilled workforce for the area business and industry. With the additions of the programs identified herein and the continuous design and addition of new offerings, this dream is a reality.

**File: JB - EQUAL EDUCATIONAL OPPORTUNITIES**

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, national origin, sexual orientation, homeless status, physical and intellectual differences, pregnancy or pregnancy related condition.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

SOURCE: MASC February 2019

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)

BESE regulations 603 CMR 26:00

BESE regulations 603 CMR 28.00

The McKinney-Vento Act and Title I Part A, as Amended by the Every Student Succeeds Act of 2015

CROSS REF.: AC, Nondiscrimination

**NOTE: The cross reference is to a related statement in this manual.**

**File: JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES**

As required by law, the district will work with homeless children and youth and unaccompanied youth 1 (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

**Students Remaining in Schools of Origin**

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.



### **Students Enrolling in District Where Sheltered or Temporarily Residing**

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

### **Dispute Resolution**

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand, 2 the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education 3. During the pendency of any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link: <http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

### **Homeless Liaison**

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

SOURCE: MASC October 2019

**File: JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN**

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

**Definitions**

**Children of military families:** School aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

**Deployment:** The period one month before the service members' departure from their home station on military orders through six months after return to their home station.

**Education(al) records:** Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active duty personnel who died on active duty. Children of retired active duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

- In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.
- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. 15E;

SOURCE: MASC October 2019

**File: JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE**

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with DCF to ensure that students can access transportation and the other services to which they may be entitled.

**Best Interest Determination**

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

**Transportation**

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

### **Immediate Enrollment**

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008  
(Fostering Connections Act)

SOURCE: MASC October 2019

Item Number	Maker	Items and Motions	Responses																																																																																																				
gb #8-153.6	Administration Mr. O'Connell	<p><b>MOTION</b> Request that the Administration provide an update on the reading and math benchmarks and include the scores and successes when the data is available.</p>	<p>STAR Benchmark Assessments are administered three times a year during district prescribed windows. These windows fall during the beginning, middle, and end of the year. Three different assessments are available and are administered as follows:</p> <ul style="list-style-type: none"><li>• STAR Early Literacy: grades K through 1*</li><li>• STAR Reading: grade 2-9</li><li>• STAR Math: grades 1-9</li></ul> <p>*Kindergarteners only participate in the mid and end of year administrations. Probable readers are expected to take the STAR Reading test in addition to the STAR Early Literacy test. This year's administration dates are as follows:</p> <ul style="list-style-type: none"><li>• <b>BOY</b> 9/16 – 10/10</li><li>• <b>MOY</b> 2/10 – 3/6</li><li>• <b>EOY</b> ES/MS: 5/18 – 6/5; HS: 5/4 – 5/22</li></ul> <p>Considering this is our second year of implementation, beginning of year administration went very smoothly and over 90% of students in testing grades took the assessment. See below for BOY Reading and Math mastery as assessed by the STAR assessments.</p> <table><tr><th></th><th>Reading- % Meeting or Exceeding</th><th>% Assessed in Reading</th><th>Math- % Meeting or Exceeding</th><th>% Assessed in Math</th></tr><tr><td>1</td><td></td><td></td><td>30.8</td><td>89.9</td></tr><tr><td>2</td><td>35.1</td><td>89.4</td><td>30.1</td><td>96</td></tr><tr><td>3</td><td>30.3</td><td>94.8</td><td>34.9</td><td>95</td></tr><tr><td>4</td><td>25.2</td><td>94.8</td><td>33.4</td><td>94.4</td></tr><tr><td>5</td><td>24.9</td><td>94.1</td><td>32.3</td><td>94.2</td></tr><tr><td>6</td><td>28.7</td><td>94.5</td><td>33.8</td><td>95.6</td></tr><tr><td>7</td><td>18.5</td><td>97.2</td><td>21.5</td><td>84.9</td></tr><tr><td>8</td><td>17.4</td><td>95.8</td><td>20.9</td><td>95</td></tr><tr><td>9</td><td>14.2</td><td>89.3</td><td>20.4</td><td>86.8</td></tr></table> <table><tr><th></th><th>Reading- % Above 40<sup>th</sup> Percentile Rank</th><th>% Assessed in Reading</th><th>Math- % Above 40<sup>th</sup> Percentile Rank</th><th>% Assessed in Math</th></tr><tr><td>1</td><td></td><td></td><td>63</td><td>89.9</td></tr><tr><td>2</td><td>45</td><td>89.4</td><td>51</td><td>96</td></tr><tr><td>3</td><td>44</td><td>94.8</td><td>64</td><td>95</td></tr><tr><td>4</td><td>44</td><td>94.8</td><td>61</td><td>94.4</td></tr><tr><td>5</td><td>42</td><td>94.1</td><td>64</td><td>94.2</td></tr><tr><td>6</td><td>38</td><td>94.5</td><td>58</td><td>95.6</td></tr><tr><td>7</td><td>34</td><td>97.2</td><td>55</td><td>84.9</td></tr><tr><td>8</td><td>34</td><td>95.8</td><td>50</td><td>95</td></tr><tr><td>9</td><td>28</td><td>89.3</td><td>49</td><td>86.8</td></tr></table>		Reading- % Meeting or Exceeding	% Assessed in Reading	Math- % Meeting or Exceeding	% Assessed in Math	1			30.8	89.9	2	35.1	89.4	30.1	96	3	30.3	94.8	34.9	95	4	25.2	94.8	33.4	94.4	5	24.9	94.1	32.3	94.2	6	28.7	94.5	33.8	95.6	7	18.5	97.2	21.5	84.9	8	17.4	95.8	20.9	95	9	14.2	89.3	20.4	86.8		Reading- % Above 40 <sup>th</sup> Percentile Rank	% Assessed in Reading	Math- % Above 40 <sup>th</sup> Percentile Rank	% Assessed in Math	1			63	89.9	2	45	89.4	51	96	3	44	94.8	64	95	4	44	94.8	61	94.4	5	42	94.1	64	94.2	6	38	94.5	58	95.6	7	34	97.2	55	84.9	8	34	95.8	50	95	9	28	89.3	49	86.8
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Item Number	Maker	Items and Motions	Responses
<p>These items were considered together.</p> <p><u>gb #8-208</u></p>	<p>Mr. O'Connell Miss Biancheria Mr. Comparetto Miss McCullough Mr. Monfredo</p>	<p><b>ITEM</b> To ask the JROTC units of the Worcester Public Schools to coordinate their activities for community Memorial Day, Veterans' Day, <b>Korean War Memorial</b> exercises – with the support and assistance of the Worcester Director of Veterans' Services – to assure that all units are able to participate in exercises on those days, and to assure that all appropriate exercises include the participation of Worcester JROTC cadets.</p> <p><b>MOTION</b> Request that the Administration interact with the Department of Veterans Services, the City's Public Works and Parks Department and appropriate agencies of the Worcester Public Schools to include JROTC units.</p>	<p>Worcester Public Schools' JROTC participate in not only their individual school events/ceremonies but they also participate annually in community ceremonies.</p>
<p><u>gb #8-240</u></p>	<p>Mr. O'Connell</p>		



Item Number	Maker	Items and Motions	Responses
gb #8-210	Miss McCullough Mr. Monfredo Miss Biancheria Mr. Comparetto Mr. Foley Mr. O'Connell Mayor Petty	<p><b>MOTION</b> Request that the Administration provide a progress report by the Spring of 2019 regarding the Skills Capital Grant.</p>	<p>Worcester Technical High School has received multiple grants totaling approximately \$2M under the Massachusetts Workforce Skills Cabinet's Workforce Skills Grant Program. Most recently, WTHS was selected as one of 31 schools statewide to receive a grant of \$495,575 from a Skills Capital Grant to support our Robotics Automation Technology and Computer Aided Design and Drafting Programs. As of this writing, all monies have been expended on the following items:</p> <ul style="list-style-type: none"> <li>• Six-axis, industrial teaching robot</li> <li>• 50 laptops/desktop computers</li> <li>• Numerous industrial/ educational software packages</li> <li>• Allen Bradley Programmable Logic Controllers (PLC's)</li> <li>• EZ Automation Programmable Logic Controllers (PLC's)</li> <li>• Various input and output modules</li> <li>• CNC Laser cutter</li> <li>• 30 printers</li> <li>• Computer-Aided Design software</li> <li>• Industrial data acquisition hardware and software</li> <li>• Bench top test equipment (oscilloscopes, power supplies, digital multi-meter s)</li> <li>• Various electronic hardware (sensors, pushbuttons, selector switches, linear actuators)</li> <li>• Variable Frequency Drive trainer</li> <li>• Various computer/hardware storage cabinets</li> <li>• Lab benches, chairs, and movable lab carts</li> <li>• Mechanical training system</li> <li>• Additional Programmable Logic Controllers (PLC) and Human Machine Interfaces (HMI)</li> <li>• Variable frequency drive hardware</li> <li>• Various hand tools</li> <li>• CNC router</li> </ul> <p>The awarded grant has allowed for a much- needed refresh of the aging and obsolete equipment the growing program has been relying for many years.</p>

Item Number	Maker	Items and Motions	Responses
<u>gb #8-257</u>	Mr. Monfredo	<p><b>MOTION</b> Request that the Administration provide an update in November on the progress regarding the implementation of a Municipal Governance Day at all high schools.</p>	<p>As a result of the implementation of the 2018 History and Social Science Frameworks, grade 8 students are now enrolled in US Government and Civics. The administration has worked with WEDF and Preservation Worcester to create a Grade 8 LEAP that will focus on municipal government. All grade 8 students will travel to City Hall where they will have a guided tour to explain the historical significance of the building by docents from Preservation Worcester. Students will then take on the role of City Councilors and debate the Nuisance Ordinance. The mock City Council meeting will be moderated by a current or former member of School Committee and/or City Council. Finally, students will take part in an envisioning session with staff from the City Manager's Office.</p>
<u>gb #8-279</u>	Mr. O'Connell  Miss Biancheria	<p><b>MOTION</b> Request that the Administration provide a report on the raw data collected from the Spring 2018 MCAS scores with an analytical summary of the results.</p> <p>Request that the Administration provide a report on any help that DESE will provide for students at Sullivan Middle, Burncoat Middle and Worcester East Middle schools to increase student performance on the test.</p>	<p>The Administration invited School Committee members to review Spring 2018 MCAS results in one-on-one meetings with the Superintendent in the fall of 2018 and the Superintendent reviewed MCAS results in a Report of the Superintendent at the November 5th 2018 School Committee meeting.</p> <p>DESE provided turnaround funding and support in SY18-19 for Sullivan Middle, Burncoat Middle and Worcester East Middle to increase student performance. The initiatives continue into this school year with additional funding currently being applied for.</p> <p>The state DESE made Turnaround Assistance Grant Funds available in FY 2019. Sullivan, Worcester East and Burncoat Middle Schools each received allocations of \$21,398. These funds assisted the schools in developing plans that will facilitate sustainable gains in student achievement.</p> <p>For FY 2020, each of these schools is eligible for an additional \$50,000 in grant funds, plus additional direct assistance from the DESE Statewide System of Support at no cost to the district. The grant application is expected to be filed in late November 2019.</p>

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gb #8-283	Mr. Monfredo Miss Biancheria Mr. Comparetto Mr. Foley Mr. O'Connell	<b>ITEM</b> Request that the Administration provide a comparative report on Worcester data versus other Gateway Cities and Boston regarding: -financial aid -assessments -dropout rate -graduation rate -chronic absenteeism	<p>In the Report of the Superintendent at the October 17<sup>th</sup> 2019 School Committee meeting, Rob Curtin, the Associate Commissioner of Accountability provided a report comparing assessment and chronic absenteeism data for Worcester to other urban district in Massachusetts.</p> <p>Worcester has a relatively high graduation rate compared to other urban districts.</p> <table><thead><tr><th>District</th><th>4 Yr. Grad Rate 2017</th><th>4 Yr. Grad Rate 2018</th><th>5 Yr. Grad. Rate 2016</th><th>5 Yr. Grad. Rate 2017</th></tr></thead><tbody><tr><td>Boston</td><td>72.7</td><td>75.1</td><td>78.4</td><td>78.6</td></tr><tr><td>Brockton</td><td>77.7</td><td>74.1</td><td>83.3</td><td>81.6</td></tr><tr><td>Fall River</td><td>71.2</td><td>71.1</td><td>73.6</td><td>71.8</td></tr><tr><td>Fitchburg</td><td>76.9</td><td>76.4</td><td>79.3</td><td>81.7</td></tr><tr><td>Holyoke</td><td>69.9</td><td>72.0</td><td>64.7</td><td>73.3</td></tr><tr><td>Lawrence</td><td>71.7</td><td>71.9</td><td>74.2</td><td>73.5</td></tr><tr><td>Lowell</td><td>82.4</td><td>79.6</td><td>81.9</td><td>84.5</td></tr><tr><td>Lynn</td><td>73.7</td><td>74.3</td><td>80.2</td><td>78.2</td></tr><tr><td>New Bedford</td><td>59.1</td><td>58.6</td><td>63.8</td><td>62.6</td></tr><tr><td>Springfield</td><td>76.9</td><td>76.9</td><td>70.6</td><td>77.9</td></tr><tr><td><b>Worcester</b></td><td><b>83.3</b></td><td><b>83.5</b></td><td><b>86.4</b></td><td><b>87.1</b></td></tr><tr><td>State</td><td>88.3</td><td>87.9</td><td>89.8</td><td>90.1</td></tr></tbody></table> <p>Worcester has a relatively low dropout rate compared to other urban districts.</p> <table><thead><tr><th>District</th><th>Annual Drop Out Rate 2015</th><th>Annual Drop Out Rate 2016</th><th>Annual Drop Out Rate 2017</th><th>Annual Drop Out Rate 2018</th></tr></thead><tbody><tr><td>Boston</td><td>4.7</td><td>5.5</td><td>4.4</td><td>5.4</td></tr><tr><td>Brockton</td><td>3.9</td><td>3.4</td><td>3.8</td><td>4.4</td></tr><tr><td>Fall River</td><td>5.5</td><td>5.6</td><td>5.1</td><td>4.8</td></tr><tr><td>Fitchburg</td><td>3.7</td><td>4.3</td><td>3.8</td><td>4.6</td></tr><tr><td>Holyoke</td><td>7.6</td><td>5.4</td><td>5.7</td><td>4.9</td></tr><tr><td>Lawrence</td><td>4.5</td><td>4.2</td><td>3.7</td><td>5.1</td></tr><tr><td>Lowell</td><td>1.8</td><td>1.8</td><td>1.2</td><td>2.8</td></tr><tr><td>Lynn</td><td>3.8</td><td>4.9</td><td>5.1</td><td>4.5</td></tr><tr><td>New Bedford</td><td>4.0</td><td>6.8</td><td>3.5</td><td>3.8</td></tr><tr><td>Springfield</td><td>5.1</td><td>4.9</td><td>5.1</td><td>5.1</td></tr><tr><td><b>Worcester</b></td><td><b>1.7</b></td><td><b>1.9</b></td><td><b>2.2</b></td><td><b>2.3</b></td></tr><tr><td>State</td><td>1.9</td><td>1.9</td><td>1.8</td><td>1.9</td></tr></tbody></table>	District	4 Yr. Grad Rate 2017	4 Yr. Grad Rate 2018	5 Yr. Grad. Rate 2016	5 Yr. Grad. Rate 2017	Boston	72.7	75.1	78.4	78.6	Brockton	77.7	74.1	83.3	81.6	Fall River	71.2	71.1	73.6	71.8	Fitchburg	76.9	76.4	79.3	81.7	Holyoke	69.9	72.0	64.7	73.3	Lawrence	71.7	71.9	74.2	73.5	Lowell	82.4	79.6	81.9	84.5	Lynn	73.7	74.3	80.2	78.2	New Bedford	59.1	58.6	63.8	62.6	Springfield	76.9	76.9	70.6	77.9	<b>Worcester</b>	<b>83.3</b>	<b>83.5</b>	<b>86.4</b>	<b>87.1</b>	State	88.3	87.9	89.8	90.1	District	Annual Drop Out Rate 2015	Annual Drop Out Rate 2016	Annual Drop Out Rate 2017	Annual Drop Out Rate 2018	Boston	4.7	5.5	4.4	5.4	Brockton	3.9	3.4	3.8	4.4	Fall River	5.5	5.6	5.1	4.8	Fitchburg	3.7	4.3	3.8	4.6	Holyoke	7.6	5.4	5.7	4.9	Lawrence	4.5	4.2	3.7	5.1	Lowell	1.8	1.8	1.2	2.8	Lynn	3.8	4.9	5.1	4.5	New Bedford	4.0	6.8	3.5	3.8	Springfield	5.1	4.9	5.1	5.1	<b>Worcester</b>	<b>1.7</b>	<b>1.9</b>	<b>2.2</b>	<b>2.3</b>	State	1.9	1.9	1.8	1.9
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<u>gb #8-312</u>	Miss Biancheria Mr. Comparetto Miss McCullough Mr. Monfredo Mr. O'Connell	<b>ITEM</b> Request that the Administration provide a report on the work accomplished in the field of environmental management which have resulted in improvements in the schools and include the number of employees who work on such projects.	The Administration recommends that this item be filed. The responses to this item are contained in the Standing Committee on Finance and Operations report under gb #9-195.6
<u>gb #8-337</u>	Mr. O'Connell Miss Biancheria Mr. Monfredo Miss McCullough	<b>ITEM</b> To permit staff members to utilize laptop computers in school for instructional purposes as appropriate for software compatibility or instructional efficacy.	Professional staff have been given chromebooks, laptops, or desktops to perform their daily job responsibilities. The new devices have been in place for 10 months. There has been extensive professional development on the adoption of the new platforms and many teachers have found comparable programs on the chromebooks. In addition, there are trained and identified teacher leaders in each school that are assisting with the professional development of staff.  Staff can join the Staff WiFi using their WPS credentials, but if staff choose to use a personal device for work purposes, student information should not be stored on it.

Item Number	Maker	Items and Motions	Responses
<u>gb #8-340</u>	Miss Biancheria Mr. Monfredo Mr. O'Connell Miss McCullough	<b>ITEM</b> Request that the Administration provide a list of the Chapter 74 programs that have active Articulation Agreements and a list of apprenticeships available to students through organizations, unions and colleges.	WTHS enjoys a collaborative and mutually beneficial relationships with many of the local labor unions. These relationships provide great opportunities for students matriculating in the related trades. Upon graduation and successful completion of their training in the trade, students earn hours towards their apprenticeship training providing them a leg up (i.e. higher wages, less training, cost savings in hour attainment towards next level, etc.). The partnerships with labor unions are:
<u>gb #9-343</u>	Miss Biancheria Mr. Monfredo	Response of the Administration to the request to provide a report on the collaboration between the unions and the Worcester Public Schools in the formulation and execution of various articulation agreements that lead to the awarding of certificates to the students at Worcester Technical High School.	<ul style="list-style-type: none"> <li>• Plumbers &amp; Pipefitters Local 4 - Students from either the Plumbing or Welding Technical Programs that successfully complete their education at WTHS earn enough hours to start as a second year apprentice if accepted into the Plumbers &amp; Pipefitters apprenticeship program.</li> <li>• Carpenters Local 207 - Students from the Carpentry Technical Program that successfully complete their education at WTHS earn enough hours to start as a second year apprentice if accepted into the Carpenters apprenticeship program.</li> <li>• Painters and Allied Trades Local New England - Students from the Painting Design and Decorating Technical Program success fully completing their education at WTHS earn up to a half-year towards their apprenticeship if accepted into the Painters and Allied Trades apprenticeship program.</li> <li>• Ironworkers Local 426 - Students from the Welding Fabrication Technical Program that successfully complete their education at WTHS earn enough hours to start as a second year apprentice if accepted into the ironworkers apprenticeship program.</li> <li>• New England Laborers Training Trust Fund in partnership with the MassDOT provides a Pre-Apprenticeship and Vocational School Training Program. This is a registered Pre-Apprenticeship Program where graduates receive 30 hours of credit towards the first year's class work requirement if accepted into the Laborers' Apprenticeship Program. Outstanding program graduates are eligible for a four week paid co-op with a highway construction or maintenance company or organization. Graduates are eligible for support services including notification of employment opportunities, resume review and interview preparation. Lastly, graduates are eligible to apply for Commercial Driver's Licenses Class B (CDL-B) training school scholarships.</li> <li>• Our Electrical Technical Program continues to work with IBEW Local 96 to develop a similar agreement whereas students successfully completing their education at WT HS would start as a second year apprentice if accepted into their program.</li> </ul>

Item Number	Maker	Items and Motions	Responses
<u>gb #9-45</u>	Mr. O'Connell	<b>MOTION</b> Request that the Administration seek more delegates from each school to attend CPPAC meetings.	The Administration reaches out to Principals annually encouraging them to invite parents and community members to attend CPPAC meetings. Each school is asked to identify and send a representative.
<u>gb #9-192</u>	Miss Biancheria	<b>MOTION</b> Miss Biancheria requested that a presentation be provided at a School Committee meeting by Robert Pezzella, Safety Director and, if possible, include Joseph Early, Jr., District Attorney regarding the bullying program to include the BRACE Project.	<p>The 6<sup>th</sup> annual BRACE Conference held on May 8, 2019 at North High School focused on "Helping Girls Manage the Challenges of Social Media". Over 250 educators, non-profit employees, and law enforcement personnel attended the Conference.</p> <p>Rachel Simmons, author, national speaker and psychologist who has studied relational aggression among girls was the keynote speaker.</p> <p>Other workshops presented at the Conference were "Cyberbullying: The Latest Social Media Trends and the Legal Requirements of Schools", and "Right Data Right Now/Investing in Girls Alliance".</p> <p>The next BRACE Conference will take place in May, 2020.</p>
<u>gb #9-193</u>	Miss Biancheria Miss McCullough Mr. Monfredo Mr. O'Connell	<b>ITEM</b> Request that the Administration provide a summary of the funding proposed in the City's Budget for the Worcester Public Schools and indicate the way in which this funding, if approved, can enhance programs in the Worcester Public Schools.	This item was responded to under item gb #9-250 on August 8, 2019. .

Item Number	Maker	Items and Motions	Responses
gb #9-220	Miss Biancheria Miss McCullough Mr. Monfredo Mr. O'Connell	<p><b>ITEM</b> Request that the Administration review the Drug Task Force and include plans for the coming school year.</p>	<p>The Superintendent's Drug Task Force for school year 2019-20 will hold its first meeting in January.</p> <p>As part of the mission of the Task Force, a Drug/Health Educator will be hired for the district in December under the supervision of the Director of School Safety. The role of the position will be to provide prevention and education services to students throughout the school system, in addition direct counseling to those students needing support for drug issues affecting their personal lives.</p>
gb #9-248	Mr. O'Connell	<p><b>MOTION</b> If the Administration chooses to submit a comment that it should also be forwarded to the School Committee.</p>	<p>SNAP Program Design Branch, Program Development Division Food and Nutrition Service 3101 Park Center Drive U.S. Department of Agriculture Alexandria, VA 22302</p> <p>The revision of Categorical Eligibility in the SNAP program will not only result in nutritional instability for households impacted, it will also compromise and eliminate free access to other nutritional safety nets for children such as the School Meal Programs during their most vulnerable phases of physical/emotional growth and learning.</p> <p>As an urban school district that acknowledges the negative impact hunger and food insecurity can have on the academic processes, potential, and consequent outcomes, we respectfully ask that you reconsider/withdrawal the proposed eligibility revisions targeting working families with household earnings above minimum wage but still not enough to cover both cost of living expenses <i>and</i> food.</p>

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gb #9-284	Mr. O'Connell Miss Biancheria Miss McCullough Mr. Monfredo	<b>MOTION</b> Request that the Administration provide the dates and times of each school's first Site Council meeting.	<table><thead><tr><th>High Schools</th><th>Date of 1<sup>st</sup> Site Council Meeting</th></tr></thead><tbody><tr><td>Burncoat High</td><td>10/28/19</td></tr><tr><td>Claremont Academy</td><td>9/25/19</td></tr><tr><td>Doherty Memorial High</td><td>9/4/19</td></tr><tr><td>North High</td><td>10/9/19</td></tr><tr><td>South High Community</td><td>10/23/19</td></tr><tr><td>University Park Campus</td><td>10/16/19</td></tr><tr><td>Worcester Technical High</td><td>10/23/19</td></tr><tr><td>Middle Schools</td><td></td></tr><tr><td>Burncoat Middle</td><td>10/16/19</td></tr><tr><td>Forest Grove Middle</td><td>9/18/19</td></tr><tr><td>Arthur F. Sullivan Middle</td><td>10/2/19</td></tr><tr><td>Worcester East Middle</td><td>10/9/19</td></tr><tr><td>Elementary Schools</td><td></td></tr><tr><td>Belmont Street Community</td><td>9/10/19</td></tr><tr><td>Burncoat St. Preparatory</td><td>9/20/19</td></tr><tr><td>Canterbury Magnet</td><td>10/21/19</td></tr><tr><td>Chandler Elementary</td><td>10/18/19</td></tr><tr><td>Chandler Magnet</td><td>10/18/19</td></tr><tr><td>City View</td><td>10/9/19</td></tr><tr><td>Clark Street</td><td>10/10/19</td></tr><tr><td>Columbus Park</td><td>9/26/19</td></tr><tr><td>Elm Park</td><td>10/18/19</td></tr><tr><td>Flagg Street</td><td>10/15/19</td></tr><tr><td>Gates Lane</td><td>10/2/19</td></tr><tr><td>Goddard</td><td>9/12/19</td></tr><tr><td>Grafton Street</td><td>10/18/19</td></tr><tr><td>Heard Street</td><td>10/8/19</td></tr><tr><td>Jacob Hiatt Magnet</td><td>10/16/19</td></tr><tr><td>Lake View</td><td>9/26/19</td></tr><tr><td>Lincoln Street</td><td>11/14/19</td></tr><tr><td>May Street</td><td>8/28/19</td></tr><tr><td>Francis J. McGrath</td><td>9/23/19</td></tr><tr><td>Midland Street</td><td>9/12/19</td></tr><tr><td>Nelson Place</td><td>10/16/19</td></tr><tr><td>Norrbach Avenue</td><td>9/11/19</td></tr><tr><td>Quinsigamond</td><td>11/7/19</td></tr><tr><td>Rice Square</td><td>9/26/19</td></tr><tr><td>Roosevelt</td><td>9/30/19</td></tr><tr><td>Tatnuck Magnet</td><td>10/16/19</td></tr><tr><td>Thorndyke Road</td><td>9/26/19</td></tr><tr><td>Union Hill</td><td>10/1/19</td></tr><tr><td>Vernon Hill</td><td>10/25/19</td></tr><tr><td>Wawecus Road</td><td>9/4/19</td></tr><tr><td>West Tatnuck</td><td>10/17/19</td></tr><tr><td>Woodland Academy</td><td>9/25/19</td></tr><tr><td>Worcester Arts Magnet</td><td>10/2/19</td></tr></tbody></table>	High Schools	Date of 1 <sup>st</sup> Site Council Meeting	Burncoat High	10/28/19	Claremont Academy	9/25/19	Doherty Memorial High	9/4/19	North High	10/9/19	South High Community	10/23/19	University Park Campus	10/16/19	Worcester Technical High	10/23/19	Middle Schools		Burncoat Middle	10/16/19	Forest Grove Middle	9/18/19	Arthur F. Sullivan Middle	10/2/19	Worcester East Middle	10/9/19	Elementary Schools		Belmont Street Community	9/10/19	Burncoat St. Preparatory	9/20/19	Canterbury Magnet	10/21/19	Chandler Elementary	10/18/19	Chandler Magnet	10/18/19	City View	10/9/19	Clark Street	10/10/19	Columbus Park	9/26/19	Elm Park	10/18/19	Flagg Street	10/15/19	Gates Lane	10/2/19	Goddard	9/12/19	Grafton Street	10/18/19	Heard Street	10/8/19	Jacob Hiatt Magnet	10/16/19	Lake View	9/26/19	Lincoln Street	11/14/19	May Street	8/28/19	Francis J. McGrath	9/23/19	Midland Street	9/12/19	Nelson Place	10/16/19	Norrbach Avenue	9/11/19	Quinsigamond	11/7/19	Rice Square	9/26/19	Roosevelt	9/30/19	Tatnuck Magnet	10/16/19	Thorndyke Road	9/26/19	Union Hill	10/1/19	Vernon Hill	10/25/19	Wawecus Road	9/4/19	West Tatnuck	10/17/19	Woodland Academy	9/25/19	Worcester Arts Magnet	10/2/19
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<u>gb #9-294</u>	Miss McCullough Miss Biancheria Mr. Foley Mr. Monfredo Mr. O'Connell	<b>ITEM</b> Request that the Administration prepare a plan by January 2020 that will provide a link on the website and a connection to the landing page in order to provide access to student/families to the calendar of events in all schools as well as to the teachers e-mail.	All teachers emails have been on the website since it was relaunched.  The district's website has a districtwide calendar as well as calendars for each school. The schools can either update the calendars on their own or send changes to the online media specialist. We plan on making these calendars more accessible through a mobile app we plan to launch this school year. With the app, users will be able to subscribe to district and school calendars.
<u>gb #9-298</u>	Mr. Monfredo Miss Biancheria Mr. O'Connell	<b>ITEM</b> Request that the Administration consider involving students in the Stand for Children's four week program challenge on teaching kindness.	This item was responded to on October 10, 2019 with Item gb #8-282.  The middle school Kindness Challenge is hosted through Stand for Children. It is a free, online tool focused on improving school climate by fostering social and emotional development grades 4-8. (See: <a href="https://www.aasa.org/middleschoolkindness.aspx">https://www.aasa.org/middleschoolkindness.aspx</a> ) The information was shared in the secondary school leadership newsletter, "Leading to a Higher Level" on October 11 as a resource for middle school administrators as the District continues its focus on developing welcoming schools.
<u>gb #9-342</u>	Miss Biancheria	<b>MOTION</b> Request that the Administration forward the information that was provided at the meeting regarding sex trafficking to staff members and to the Citywide Parent Planning Advisory Council (CPPAC) for a presentation to parents.	The Superintendent meets regularly with CPPAC and will bring forward the information. Staff members are regularly updated.  Office of Social Emotional Learning administration staff meet bimonthly with local partners to update information. The Manager of SEL participates in phone conferences with the DA in situations involving WPS students. The Manager of SEL also attends quarterly meetings of regional partners. SEL staff have met with LIFT (Living in Freedom Together) director for training on trafficking signs and interventions.