

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

AGENDA #8

on: Thursday, February 27, 2020  
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 Tom Sparling  
The Journey Community Church

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM – Worcester Arts Magnet School Chorus

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #0-6 - Clerk  
(February 19, 2020)

ANNEX A (40 pages)

To consider approval of the Minutes of the School Committee Meeting  
of Thursday, February 6, 2020.

aor #0-7 - Clerk  
(February 19, 2020)

ANNEX A (7 pages)

To consider approval of the Minutes of the School Committee Meeting  
of Monday, February 10, 2020.

aor #0-8 - Clerk  
(February 19, 2020)

ANNEX A (8 pages)

To consider approval of the Minutes of the School Committee Meeting  
of Thursday, February 13, 2020.

IV. MOTION FOR RECONSIDERATION – NONE

V. IMMEDIATE ACTION

ACTION

gb #0-22.1 - Administration/Mr. Monfredo/Miss Biancheria/  
Mrs. Clancey/Mr. Foley/Ms. McCullough/Mayor Petty  
(January 27, 2020)

To recognize Worcester Arts Magnet School for being one of seventy-three schools in the country to be named as a National Elementary and Secondary Act's Distinguished School based on performance and academic growth for two or more consecutive years by DESE.

gb #0-40.1 - Administration/Ms. McCullough/Miss Biancheria/  
Mrs. Clancey/Mr. Foley/Ms. McCullough/  
Ms. Novick/Mayor Petty  
(February 6, 2020)

To recognize William Foley, Principal, staff members and the police liaison at Burncoat High School who saved the life of a fellow staff member.

gb #0-63 - Administration  
(February 11, 2020)

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

VI. REPORT OF THE SUPERINTENDENT

ros #0-3 - Administration  
(February 19, 2020)

PROJECT LEAD THE WAY

VII. COMMUNICATIONS AND PETITIONS

c&p #0-7 - Clerk  
(February 12, 2020)

To consider a communication from Dante Comparetto relative to voicing community concerns about the prospect of the school district creating its own sex education curriculum rather than choosing an existing evidence based curriculum.

COMMUNICATIONS AND PETITIONS (continued)

ACTION

c&p #0-8 - Clerk  
(February 19, 2020)

To consider a communication from the EAW to allow members of Doherty Memorial High School's faculty and staff to donate accrued sick time to a colleague who is experiencing significant health challenges.

c&p #0-9 - Clerk  
(February 19, 2020)

To consider a communication from a citizen relative to the removal of dangerous materials in facilities.

ANNEX A (1 page) -

VIII. REPORT OF THE STANDING COMMITTEE - NONE

IX. PERSONNEL - NONE

X. GENERAL BUSINESSACTION

gb #0-18.1 - Administration/Mr. Monfredo/Miss Biancheria  
(February 12, 2020)

Backup

Response of the Administration to the request to consider placing shades at the Burncoat Middle and Burncoat High schools' classrooms this school year due to the fact that the sun's rays may impact learning.

gb #0-19.1 - Administration/Mr. Monfredo/Miss Biancheria/  
Mrs. Clancey/Mr. Foley/Ms. McCullough  
(February 12, 2020)

Backup

Response of the Administration to the request to encourage the schools to incorporate studies in black history during February's "Black History Month."

gb #0-64 - Administration  
(February 6, 2020)

To set a date in April for a public hearing on School Choice.

gb #0-65 - Administration  
(February 6, 2020)

To approve a prior fiscal year payment to Learnwell dba EI US. LLC 2 in the amount of \$540.00 for services rendered previously.

gb #0-66 - Administration  
(February 6, 2020)

ANNEX A (8 pages)

To accept the Financial Literacy Planning and Implementation Grant in the amount of \$13, 000.

gb #0-67 - Administration  
(February 6, 2020)

ANNEX A (5 pages)

To accept the STARS Residencies FY20 Clark Street Community School Grant in the amount of \$5,000.

gb #0-68 - Administration  
(February 6, 2020)

ANNEX A (5 pages)

To accept the STARS Residencies FY20 Columbus Park Preparatory Academy Grant in the amount of \$5,000.



GENERAL BUSINESS (continued)ACTION

gb #0-69 - Ms. McCullough/Miss Biancheria/Mr. Foley/  
Mr. Monfredo/Ms. Novick/Mayor Petty  
(February 7, 2020)

Request that the Administration forward letters of congratulations to the following winners of 42<sup>nd</sup> annual Valentine Contest presented by Worcester Historical Museum for grades 3, 4,5 and 6.

**HISTORIC** (any design in the style of valentines made in Worcester from the late 1840s to 1942)

Grade 3 Keira Emmons	Worcester Arts Magnet School
Grade 4 Delyan Aguirre	Chandler Magnet School
Grade 5 Sophia Gomes	McGrath Elementary School
Grade 6 Angelise Moore	Lake View School

**CONTEMPORARY** (an original valentine, possibly featuring a favorite book, story or character)

Grade 3 Ramsey Openshaw	Worcester Arts Magnet School
Grade 4 Wilson Hernandez Jacinto	Woodland Academy
Grade 5 Zineily Skerrett	Lincoln Street School
Grade 6 Osiris Del Cid Amezcuita	McGrath Elementary School

**VERSE** (an original verse by today's valentine maker)

Grade 3 Andrea Martinez Ramirez	Woodland Academy
Grade 4 Jayven Alvarado Melendez	Chandler Elementary School
Grade 6 Riwan Sadam	Clark Street School

gb #0-70 - Mr. Monfredo/Miss Biancheria/Ms. McCullough  
(February 7, 2020)

Request that the Administration have all Elementary and Middle Schools participate in the NEA's Read Across America Day during the week of March 2<sup>nd</sup> and reach out to the community partners and parents and include them in a "literacy celebration."

GENERAL BUSINESS (continued)ACTION

gb #0-71 - Mr. Monfredo/Miss Biancheria/Mr. Foley/  
Ms. McCullough/Ms. Novick/Mayor Petty  
(February 7, 2020)

Request that the Administration forward letters of congratulations to the following students for being selected by the Central Massachusetts Music Educators Association central district to participate in their concerts:

**Burncoat High School**

Alexandra Economou, Tuba and All State Recommendation  
Liam Gates, Violin and All State Recommendation  
Kim Nguyen, Viola  
Sienna Leone, Violin

**Doherty Memorial High School**

Lilyann MacDormand, Soprano  
Matthew Davis, Tenor  
Tamwa Guithere, Bass

**South High Community School**

Heather Bachand, Soprano and All State Recommendation  
Marlon Oyerevide, Clarinet and All State Recommendation  
Kate Popinchalk, Bassoon

**Sullivan Middle School**

Alicia Liu, Clarinet  
Eli Black, Bass Clarinet

**Burncoat Middle School**

Mauro Depasquale, Trumpet	Abigail Jones, Violin
James Morse, Violin	William Ryan, Violin
Thimjos Richards, Cello	Elyjah Abernathy, Baritone
Jack King, Baritone	Daniel Parke, Baritone
Carlos Rivera, Baritone	Jada Bordes, Alto
Jayden Bordes, Alto	Sweeta Ghimiray, Alto
Hilda Kamanu, Alto	Nevaeh Agyeman Duah, Soprano
Elizabeth Garcia, Soprano	Alex Hill, Soprano
Victoria Rich, Soprano	Maya Valle, Soprano

GENERAL BUSINESS (continued)

ACTION

gb #0-72 - Administration  
(February 10, 2020)

To consider approval of the following donations:

- \$125 to Lake View Elementary School from fundraising efforts in collaboration with Thebe Enterprises, LLC
- \$700 to Woodland Academy from Scholarship America
- \$100 to Woodland Academy from the University of Wisconsin Madison
- \$100 to the Library Fund at Quinsigamond Elementary School from Spear Management Group in memory of Peter Petrella, Jr., the recently passed father in law of an employee
- \$5,000 to the Belmont Street Community School's reading curriculum from The Journey Community Church

gb #0-73 - Mr. Monfredo/Miss Biancheria/Mr. Foley/  
Ms. McCullough  
(February 10, 2020)

Request that the Administration review the policy on long term substitutes.

gb #0-74 - Miss Biancheria/Mr. Foley/Ms. McCullough/  
Mr. Monfredo  
(February 11, 2020)

Request that the Administration provide an update from the School Safety Task Force relative to traffic congestion at Roosevelt School on Grafton Street at the arrival and dismissal times.

gb #0-75 - Ms. Novick/Ms. McCullough/Mr. Monfredo  
(February 12, 2020)

Request the delegation include in the FY21 state budget language that would direct the municipal treasurer to deposit charter reimbursement funds in a separate account for school committee expenditure without further appropriation.

gb #0-76 - Ms. Novick/Mr. Foley/Ms. McCullough/  
Mr. Monfredo  
(February 12, 2020)

To offer testimony before the Joint Committee on Ways and Means hearing on education funding on March 6 advocating for a 14.3% implementation of the low income rate towards the FY27 target (adjusted for year 1 inflation).

GENERAL BUSINESS (continued)ACTION

gb #0-77 - Ms. Novick/Miss Biancheria/Mr. Foley/Ms. McCullough/  
Mr. Monfredo  
(February 14, 2020)

To discuss the 2019 4 and 5- year graduation and dropout rates as released by the Department of Elementary and Secondary Education on February 13, 2020.

gb #0-78 - Administration  
(February 14, 2020)

To approve prior fiscal year payments in the total amount of \$425.88 for salary adjustments to two employees.

gb #0-79 - Mr. Monfredo/Miss Biancheria/Mr. Foley/Ms. McCullough/  
Mayor Petty  
(February 18, 2020)

Request that the Administration forward letters of congratulations to the North High JROTC, Chief Pastrana and Ricky Bland Warrant Officer for their highly successful Area Manager's Inspection last month by the Navy.

gb #0-80 - Administration  
(February 18, 2020)

To forward letters of recognition to the following schools for having received the Massachusetts School Breakfast Challenge Award:

<u>Schools</u>	<u>Participation Percentage</u>
Belmont Street Community School	90.56%
Canterbury Street Magnet Computer-Based School	90.22%
Chandler at the Y	97.55%
Chandler Magnet School	82.68%
Clark Street Community School	88.46%
Elm Park Community School	85.12%
Grafton Street School	85.05%
Francis J McGrath Elementary School	88.95%
Union Hill School	96.76%
Woodland Academy	80.14%

XI. EXECUTIVE SESSION

ACTION

gb #0-81 - Administration  
(February 19, 2020)

To discuss strategy with respect to litigation for Worker's Compensation- Instructional Assistant, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

To discuss strategy with respect to litigation for Worker's Compensation- School Nurse, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

To discuss strategy with respect to litigation for Worker's Compensation- School Secretary, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

XII. ADJOURNMENT

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

IN SCHOOL COMMITTEE  
Worcester, Massachusetts  
Thursday, February 6, 2020  
Agenda #5

The School Committee of the Worcester Public Schools met in Open Session at 6:10 p.m. in the Esther Howland Chamber at City Hall on Thursday, February 6, 2020.

There were present at the Call to Order:

Mrs. Clancey, Mr. Foley, Ms. McCullough,  
Mr. Monfredo, Ms. Novick and Mayor Petty

There was absent: Miss Biancheria

Miss Biancheria arrived at 6:15 p.m.

It was moved to recess to Executive Session to discuss:

[illegible]

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 – International Union of Public Employees, Local 125 – Plumbers and Steamfitters.

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 –  
International Union of Public Employees, Local 135 – Tradesmen

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

To discuss strategy with respect to litigation for Worker's Compensation- Instructional Assistant, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

To discuss strategy with respect to litigation for Worker's Compensation- School Nurse, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

To discuss strategy with respect to litigation for Worker's Compensation- School Secretary, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mrs. Clancey, Mr. Foley, Miss McCullough, Mr. Monfredo, Ms. Novick Mayor Petty	7
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Against the motion:	0
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7

The motion carried.

The School Committee recessed to Executive Session from 6:10 p.m. to 6:50 p.m.

The School Committee reconvened in Open Session at 7:00 p.m.

There were present at the second Call to Order:

Miss Biancheria, Mrs. Clancey, Mr. Foley,  
Miss McCullough, Mr. Monfredo, Ms. Novick and  
Mayor Petty

The invocation was given by Reverend Christopher  
Stamas of St. Spyridon Greek Orthodox Church.

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

One Year  
Agreement/  
Computer  
Technicians

2. Pursuant to action taken in Executive Session, it was moved to approve a one year agreement between the School Committee and the Worcester Public Service Employees Local Union 272 of the Laborers' International Union of North America, AFL-CIO, Unit D, Computer Technicians, effective July 1, 2019 through June 30, 2020.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,  
Mr. Foley, Miss McCullough,  
Mr. Monfredo, Ms. Novick  
Mayor Petty 7

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

The motion carried.

Memorandum of  
Agreement/  
Tradesmen

3. Pursuant to action taken in Executive Session, it was moved to ratify the Memorandum of Agreement between the School Committee and the International Union of Public Employees, Local 135 - Tradesmen, effective July 1, 2019 through June 30, 2020.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,  
Mr. Foley, Miss McCullough,  
Mr. Monfredo, Ms. Novick  
Mayor Petty 7

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

The motion carried.



APPROVAL OF RECORDS

4. aor #0-5 - Clerk Minutes/approval of  
(January 29, 2020)

To consider approval of the Minutes of the School Committee Meeting of Thursday, January 16, 2020.

It was moved and voice voted to approve the Minutes of the School Committee Meeting of Thursday, January 16, 2019 as amended.

Mr. Foley made the following amendment to the minutes:

Request that referral for item gb #0-33 be referred to the Standing Committee on Finance and Operations instead of to the Administration.

On a voice vote, the amendment was approved.

Ms. Novick made the following amendment to the minutes:

Request that the following motion under gb #0-32 be amended to read:

Request that the Administration provide a report on a weekly basis, until the MyStop is implemented, to include bussing issues from students, families and school based administrators and **also post them on the website for Transportation.**

On a voice vote, the amendment was approved.

IMMEDIATE ACTION

5. gb #9-398.1 -Administration/Administration Recognition/  
(December 6, 2019) Senator Chandler

To recognize Senator Harriette Chandler for having received the 2019 Outstanding Woman State Legislator Supporting the Arts Award.

Mayor Petty and Superintendent Binienda presented a certificate to Senator Harriette Chandler.

Student  
Representatives

6. gb #0-37 - Administration  
(January 27, 2020)

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

It was moved and voice voted to file the item.

Mayor Petty suspended the rules to take the following item out of order:

#### COMMUNICATIONS AND PETITIONS

Communication  
and Petition/  
Student  
Opportunity Act

- .7 c&p #0-6 - Clerk  
(January 29, 2020)

To consider a communication from Dante Comparetto relative to the Student Opportunity and a request to involve the community in these meetings.

Mr. Comparetto stated that he was happy to see the four School Committee Forums scheduled and stated that he would like to see a cross section of diverse community members at the meetings. He further stated he would like to have the Site Councils conduct their own meetings regarding the SOA and that any notes from the forums be publicized before the final draft is complete.

It was moved and voice voted to file the item.

#### REPORT OF THE SUPERINTENDENT

Report of the  
Superintendent/  
Update on the  
FY21 Preliminary  
Budget Estimates

8. ros #0-2 - Administration  
(January 29, 2020)

UPDATE ON THE FY21 PRELIMINARY BUDGET  
ESTIMATES

Mr. Allen presented a PowerPoint relative to the FY21 Preliminary Budget Estimates and how these monies might be allocated over the next seven years. He discussed the funding gap, the need to hire 90 new teachers per year to close it and a \$97.9 million increase over the next 7 years.

Superintendent Binienda presented a PowerPoint relative to the 9 buckets for the Student Opportunity Act's funding. She referenced the last page of the handout with the four Priority Programs to point out that "Conditions for Student Success" includes number 17 which is referred to as J (facilities improvements to create healthy and safe school environments)

Mayor Petty asked Mr. Allen for information regarding the 2.9 million dollar increase and what the impact of not receiving that increase would have done to the budget. Mr. Allen responded that there would be a cut of approximately 10 to 11 million dollars resulting in a significant amount of layoffs.

Mayor Petty made the following motion:

Request that the Administration schedule a meeting as soon as possible with the State Delegation to discuss both the low income counts and the inflation rate.

On a voice vote, the motion was approved.

Mr. Foley asked Mr. Allen what he thought was the reason for the low pre-school numbers and if there were any plans to recruit students. Mr. Allen attributed the low numbers to the result of the increase in the state's minimum wage which would disqualify families from Head Start. He also was interested in why the Teen Parent Program dollars had been cut. Superintendent Binienda stated that the Worcester Comprehensive had funded the program and concluded that In-House Day Care would be more cost effective.

Ms. McCullough wondered if the decrease in student enrollment was the result of the students that were here from Puerto Rico and other areas who have since returned to their homeland. Mr. Allen stated that the decrease was already projected. She asked if there are any areas where the money is NOT to be used and Mr. Allen and Superintendent Binienda both agreed that the bucket list addresses everything that is needed. She was pleased that Facilities was added to allow for repairs at some of the schools.

Miss Biancheria wondered how the low income information is collected. Mr. Allen said that no decision has been made on whether to use forms or no forms in collecting that information. Superintendent Binienda stated that the Urban Superintendent's meeting on February 7, 2020 will be discussing the collection process as one of their agenda items. In the past, students would not be allowed to have a free lunch if the form was not returned and now since all students are eligible for free lunch, that may hinder the process. Miss Biancheria requested that the incentive for filling out and returning the forms be explained to families. She also requested that the School Committee be informed when a decision is made and also informed on how the information will be collected.

Mr. Monfredo made the following motion:

Request that the Administration study the feasibility of adding additional pre-school classes.

On a voice vote, the motion was approved.

Ms. Novick requested that the school site councils meet with their principals ahead of the scheduled allocation meetings. She voiced her concerns about the inflation and Health Insurance rates. She suggested that the Administration have discussions with other gateway districts.

Ms. Novick made the following amendment to Mayor Petty's motion:

Request that when the Administration schedules a meeting with the State Delegation that it also include on the agenda, the monies regarding the technical error.

On a voice vote, the motion to amend Mayor Petty's item was approved.

The economically disadvantaged category was changed to a low income category, which included a significant higher number of students in the Worcester Public Schools and should have resulted in more funding. In calculating the per student low income rate it was not increased at the same rate as other increases in the Student Opportunity Act's funding. That resulted in a technical error.

Ms. Novick would like to see that Facilities get included in the bucket list and also the expansion of the Dual Language program.

Mrs. Clancey asked if the increase in minimum wage could also be impacting the students who identify themselves as low income.

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

#### REPORTS OF THE STANDING COMMITTEES

9. The Standing Committee on **School and Student Performance** met on Thursday, January 23, 2020 at 7:00 p.m. in Room 410 of the Durkin Administration Building.

gb #8-54 - Mr. Monfredo/Mr. O'Connell/Mr. Comparetto/Miss McCullough/Miss Biancheria (February 2, 2018)

DESE/accountability changes

Request that the Administration provide a report on the accountability changes made by the Department of Elementary and Secondary Education.

Ms. Novick asked for an overview of the changes to the report. Ms. Kuriacose stated that additional indicators have been added and a new category is Lowest Performing Group.

Superintendent Binienda stated that the two biggest changes are the Extended Engagement Rate and Advanced Coursework Completion. The WPS Early College courses are considered to be a model program in the state. The purpose of the Early College Program is to get students who did not see themselves as college bound into those programs. She highlighted that students will remain in AP classes because they are counted as a National Exam and Early College Courses are not. The Administration is promoting the AP Seminar and the AP Research classes. Starting this year, there is a new assessment test which allows teachers to compare their classes with others to address the unevenness of AP results at different schools.

Ms. Novick made the following motions:

Request that the Administration provide the AP coursework data by course for 2019.

Request that the Administration provide the enrollment demographics for Hanover Academy and Goddard School of Science and Technology.

Request that the Administration provide the full 2019 Accountability report.

On a voice vote, the motions were approved.

Mrs. Clancey stated that a number of principals are commending the collaboration between schools as a positive step forward.

Superintendent Binienda stated that Irene Fountas presented a training workshop for principals which was very well received.

HOLD

gb #8-179 - Mr. Comparetto/Mr. Foley/Mr. Monfredo (May 30, 2018)

Suspensions

Request that the Administration provide a report on suspensions.

Superintendent Binienda stated that the Administration has been meeting to address ways to use current resources in dealing with the number of suspensions. She also talked about the Superintendent's Advisory Council working in conjunction with students to make a Welcoming Book. Principals are researching why there is such a high number of Special Education students being disciplined and will report the results in February.

Mrs. Clancey made the following motion:

Request that the Administration provide a report on the 7<sup>th</sup> and 8<sup>th</sup> grade suspensions broken down by schools in order to align best practices with schools that have shown a decrease in suspensions.

On a voice vote, the motion was approved.

Mrs. Novick made the following motions:

Request that the Administration provide a report on suspensions that is aligned with the state data.

Request that the Administration provide a report on the district's legal responsibilities with regards to special education students and their discipline.

On a voice vote, the motions were approved.

HOLD

gb #8-180 - Mr. Comparetto/Mr. Foley/Mr. Monfredo (May 30, 2018)

Suspensions/  
establish a committee  
to reduce

To consider establishing a committee, in conjunction with the Administration, to reduce school suspensions.

Ms. Kuriacose stated that the Elementary and Secondary Task Forces meet every other month

Mr. Comparetto spoke regarding suspensions and commented that a 5% reduction in not acceptable.

HOLD

### **SCHOOL COMMITTEE ACTION**

The School Committee approved the action of the Standing Committee on School and Student Performance as amended.

Suspensions/  
report on

gb #8-179 - Mr. Comparetto/Mr. Foley/Mr. Monfredo (May 30, 2018)

Request that the Administration provide a report on suspensions.

Ms. Novick requested that the Administration include in the report regarding suspensions (gb #8-179) the 9 students in kindergarten that were not accounted for in the report.

10. The Standing Committee on **Teaching, Learning and Student Supports** met on Wednesday, January 29, 2020 at 4:30 p.m. in Room 410 of the Durkin Administration Building.

Worcester  
Technical High  
School/admissions  
criteria

gb #9-219.1 - Administration/Miss Biancheria/Mr. Foley/Miss McCullough/Mr. Monfredo/Mr. O'Connell (July 18, 2019)

Response of the Administration to the request to review the admissions criteria for Worcester Technical High School and the process for establishing the wait list.

Mr. Brenner explained that the following are the current 4 criteria for acceptance into the Chapter 74 programs:

- Academic performance
- Conduct and effort
- Attendance
- Summary profile of Applicant (this is guidance recommendation)



Mr. Brenner stated that there are 400 students accepted annually and that there is a waitlist of 300 to 400 students to get into Worcester Technical High School.

Superintendent Binienda stated that Worcester was one of 5 districts that received notification from DESE regarding the acceptance criteria for admission to the school. Upon receipt of the letter, the district reviewed its acceptance policy, especially for ELL students. After meeting with DESE, the application was reviewed and it is proposed to accept the higher of the two grades for ELA or ESL; additionally, it is proposed to modify the Summary Profile of the Applicant to include specific criteria that is determined upon the guidance counselor and teacher team meeting with the applicant. The proposed summary includes the following criteria:

- interest in vocational programming
- demonstrates self-management skills

Ratings will be Outstanding, Moderate, No Interest

With these new changes, guidance counselors will talk to the teachers and meet with the applicant.

Other changes will be the following:

- Applications are being sent home in the home language of the students.
- Interpreters will be available at the Open House.
- WTHS ELL students and teachers are being sent to the middle schools to encourage ELL students to apply.
- Presentations will be made at the ELL Pac meeting to gauge interest in having separate meetings regarding Chapter 74 courses for their child/ren.
- Conversations will be held with cultural groups to get the word out about the ELL students.

Mr. Monfredo stated that the system also has Chapter 74 courses in the comprehensive high schools: four at Doherty Memorial High School and three at South High Community School. These courses provide another opportunity for students interested in a technical career.

Mr. Brenner stated that there are more opportunities for students such as the Innovation Pathway Program which allows students to stay in their neighborhood school and attend WTHS in the afternoon. There are currently just under 200 students in that program and it is only in its second year.

Mr. Foley believes that the students don't apply because they know they won't be accepted. He was pleased with the school's recent expansion into afterschool programs which allow students from other schools to take

vocational classes after regular students leave for the day. In addition, students can take Nightlife courses.

Mr. Brenner stated that the tours for the Worcester Technical High Schools are now being offered to the 7<sup>th</sup> grade students.

Accept and file.

Chairman McCullough requested that gb #8-356.1 and gb #9-349 be considered together.

Dyslexic Students/  
Orton-Gillingham  
Model

gb #8-356.1 - Administration/Miss McCullough/Miss Biancheria/Mr. Monfredo/Mr. O'Connell/Mr. Comparetto/Mr. Foley/Mayor Petty (February 13, 2019)

Response of the Administration to the requests to:

- explore the feasibility of implementing the Orton-Gillingham model for dyslexic students for those students in need of specific services.
- provide a summary of the Orton-Gillingham model program.

- study the feasibility of implementing the cost of this program in the FY20 Budget
- study the feasibility of including students from outside the district, on a tuition basis, if a proposed program is established in the Worcester Public Schools.

gb #9-349 - Miss McCullough/Mr. Foley/Mr. Monfredo (October 14, 2019)

NoticeAbility  
Curriculum/consider

Request that the Administration invite educators who currently teach or train NoticeAbility Curriculum and consider implementing it for students with dyslexia.

Mrs. Seale stated that the Worcester Public School's team visited schools that currently incorporate Orton-Gillingham to assess what the program provided. Worcester Public Schools currently uses Wilson language and reading. The Administration was asked to do a cost analysis of the Orton-Gillingham model which is a very intensive training and is not a curriculum but rather a methodology. The system does have some teachers that are certified in the program.

Mrs. Seale stated that early identification is the first step in the needs assessment process. The Administration is meeting with principals to review the data, look at an educational plan and train special needs teachers.

There will be a Dyslexia Forum held on February 12, 2020 at the Worcester Art Museum and the Administration is inviting consultants to look at adding additional supports. It is essential to get feedback from parents.

Ms. Gallagher discussed the collaboration between the WPS and Mass General. All kindergarten students have been screened to determine the number of at risk students in order to provide early support to children with dyslexia with the consent of the parent.

Ms. Pelletier discussed the Lindamood-Bell Program with the three tier approach as follows:

- Tier 1 is the Core Instructional Program.
- Tier 2 is the Targeted Group Intervention.
- Tier 3 is the Intensive Intervention which is a small group setting.

Ms. McCullough questioned whether the students with a multitude of disabilities that are in a smaller group setting benefit more from the smaller group. Ms. Seale stated that each student's disability is addressed differently depending on their IEP, evaluations and recommendations from the special education teachers. It is on a case by case basis.

It was moved to allow the following individuals to speak regarding the item:

Ms. Rodriguez stated that all student disabilities should be individualized and commented that the Wilson Program is an excellent one. She added that she would like to see the district adopt a special education research based reading program because the current one is in contrast to what a student with dyslexia needs to succeed. She asked what evidence based reading is used to identify the Kindergarten and 1<sup>st</sup> grade students with dyslexia because Wilson doesn't start until 2<sup>nd</sup> grade.

Mrs. Seale stated that she believes the system is not using anything right now as targeted evidence based tools.

Ms. Rodriguez stated that is very important and thinks the district is doing a phenomenal job with the help of Mass General to test the students in Kindergarten but there are no next steps for students in first grade.

Mrs. Portuondo stated that there are about 1,000 students in the WPS that have dyslexia. She asked if Foundations is being provided at all the schools. Dr. O'Neil responded that it is not being implemented at all schools.

Mrs. Portuondo would like to have Foundations used again in all schools in the system. She appreciated the backup that was provided at the meeting and asked that it be provided to all teachers in the school system.

Mrs. Seale stated that the Administration has started training at the beginning of 2018 with the Evaluation Team Chairs and the next step is providing more specific information at the Professional Development meeting in May to all the Special Education teachers across the district.

Mrs. Portuondo stated that the class sizes are a concern and the district should be concerned also. Teachers are not able to teach a child with dyslexia when there are 26 students to one teacher. She further requested to know the number of teachers that are Orton-Gillingham certified and what is being done to screen first and second graders. She also wants to know what schools are using Lively Letters.

Mrs. Seale stated that she will get the information and stated that if a parent requests that a child be screened for a disability it is the district's obligation to screen that child.

Ms. McCullough stated that the Administration should let parents know that if they want their student screened for dyslexia, the district will provide it.

Mrs. Portuondo asked if there would be a summer intervention program for dyslexic students.

Mrs. Seale stated that she has spoken to Lindamood-Bell and Dr. O'Neil and the system is looking into partnering with some of the general education programs to put together a program for students with language based disabilities for the summer.

Mr. Portuondo asked if the system is training or is going to train teachers in the Orton-Gillingham program.

Mrs. Seale stated that it is one of the initiatives that the Administration is looking at for the FY22 Budget.

Mr. Monfredo made the following motions:

Request that the Administration provide a report on what is being done to bridge the gap between K and 1<sup>st</sup> grade students.

Request that the Administration study the feasibility of including students from outside the district on a tuition basis, which would provide the funding to meet the needs of students.

Mr. Foley made an amendment to Mr. Monfredo motion:

Request that the district study the feasibility of in-house cost effective solutions to meet the needs of students with disabilities.

On a roll call of 3-0, the motions collectively were approved.

Mr. Foley asked if the blended approach allows flexibility for the students when Wilson is not working and inquired as to whether the system can move to Orton-Gillingham or other programs easily.

Mrs. Seale stated that the district is looking into a 4 year literacy plan for students with disabilities. Wilson will not be the only intervention tool that will be used in the district.

It was moved and voice voted to hold the item at the Standing Committee level.

Middle School  
Athletic Programs

gb #8-163 - Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo/Mr. O'Connell (May 9, 2018)

Request that the Administration provide a report regarding the process of bringing together various private and public groups to develop middle school athletic programming as highlighted in the Worcester Magazine's article entitled The Case For Middle School Sports: Can City Hoops Spark a Rebound?

Mr. Monfredo indicated that progress relative to the expansion of middle school sports is being made with the support of District Attorney Joseph Early and City Manager Augustus and indicated that the middle school principals should encourage larger participation at their respective schools.

Mr. Foley suggested that middle school sport funding be part of one of the buckets for discussion as to funding from the Student Opportunity Act.

Ms. McCullough inquired as to the feasibility of having the schools pay for the students to participate in Field Hockey at Forest Grove Middle School.

Accept and file.

gb #9-238 -Mr. O'Connell/Miss Biancheria/Miss McCullough/Mr. Monfredo  
(July 10, 2019)

Domestic Skills/  
training in

Request that the Administration offer training in "domestic skills" and personal financial management to Worcester students and interested citizens through Night Life and after-school and summer programs.

The social studies content liaison has shared multiple resources to support the MA state standards for the new financial literacy course in the History and Social Science Framework. The Administration applied for and received the DESE financial literacy grant to help support the content knowledge of teachers and provide opportunities for students to meaningfully interact with the content.

Mr. Foley inquired as to the length of time for these courses and was told by the Superintendent that the courses in financial literacy are ten weeks in length.

Accept and file.

Harvard Teacher  
Fellows Program  
and Teach for  
America/  
placement of  
prospective  
teachers

gb #9-240 - Mr. O'Connell/Miss Biancheria/Miss McCullough/Mr. Monfredo (July 10, 2019)

Request that the Administration interact with the Harvard Teacher Fellows Program, and Teach for America, as to placement of prospective teachers in the Worcester Public Schools.

Dr. O'Neil stated that she had spoken to representatives from both programs who indicated that they are not able to expand their program at this time.

Mr. Monfredo suggested that the Administration provide an update in a Friday Letter if and when the Harvard Teacher Fellows Program and Teach for America, are able to expand their programs into the Worcester Public Schools.

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

School Committee  
Goals

gb #9-281 - Mr. O'Connell/Miss Biancheria/Mr. Foley/Miss McCullough/Mr. Monfredo (August 28, 2019)

To consider establishing goals for the School Committee for 2019-20.

It was moved and voice voted to refer the item to the School Committee retreat and file the item from the Standing Committee level.

Two Year  
Kindergarten 1  
Program/  
implementation of

gb #9-313 -Mr. Monfredo/Miss Biancheria /Mr. Foley/Mr. O'Connell (September 17, 2019)

Request that the Administration establish a committee by November to include early learning teachers to review the two year kindergarten 1 program for students who are four years old and lack the necessary readiness skills for school success.

Mr. Monfredo stated that the Worcester Public Schools is the only system in the state that has the entrance date of December 31st.



Mr. Monfredo made the following motions:

Request that the Administration establish a committee comprised of early learning teachers and administrators and report back to the Standing Committee on Teaching, Learning and Student Supports in May 2020 to consider the following:

- establishment of a two year kindergarten 1 program for four year old students
- involvement of parent groups in meaningful workshops
- change the entry date for kindergarten from December 31 to November 1 and at a later date from November 1 to September 1
- provision of a report to the full School Committee in May 2020

Request that the Administration forward a letter to the Local Delegation requesting additional funding for full day preschool programs.

On a roll call of 3-0, the motions were approved.

Mr. Foley suggested adding more teachers in the K-1 Program to address class size and the Superintendent stated that space limits the possibility to implement that suggestion.

A question was posed relative to a possible correlation between early date of birth and disciplinary issues. The Superintendent indicated that there is no correlation between the two.

### **SCHOOL COMMITTEE ACTION**

The School Committee approved the action of the Standing Committee on **Teaching, Learning and Student Supports** as stated.

11. The Standing Committee on **Finance and Operations** met on Thursday, January 30, 2020 at 4:30 p.m. in Room 410 of the Durkin Administration Building.

Air Conditioning  
and water for hot  
days

gb #9-95 - Miss Biancheria/Miss McCullough/Mr.  
Monfredo/Mr. O'Connell March 13, 2019)

Request that the Administration survey the schools without air conditioning to verify their supply of fans for classrooms and availability of bottled water for students and staff for excessively hot days.

Miss Biancheria made the following motions:

Request that the Administration provide the list of the eighteen schools that have air conditioners.

Request that the Administration consider having Kool pops delivered to schools when the temperature is oppressive.

On a voice vote, the motion were approved.

FILE.

FY20 Budget  
Second Quarter  
Report

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 Second Quarter Report for the FY20 Budget.

It was moved to approve the following transfers:

Amount	From Account	Account Title	To Account	Account Title
\$20,000	500-91111	Teacher Salaries	500-91115	Instructional Assistants Salaries
\$40,000	500-91111	Teacher Salaries	500-91120	Maintenance Service Salaries
\$20,000	500-91111	Teacher Salaries	500-91122	School Clerical Salaries
\$18,709	500-91111	Teacher Salaries	500-92204	Instructional Materials
\$400,000	500-91111	Teacher Salaries	500136-93000	Miscellaneous Educational OM

On a roll call of 3-0, the motion was approved.

Hold for the Third Quarter Report.

gb #9-282 - Mr. O'Connell/Miss Biancheria/Miss McCullough/Mr. Monfredo (August 28, 2019)

Potential School  
Siting/Doherty  
Memorial High School

To determine the most appropriate manner to review all plans for the siting and construction of the replacement Doherty Memorial High School, in light of Section 4-1 (d) (5) of the Worcester Home Rule Charter, which provides that "No site for a school building shall be acquired by the city unless the approval of the site by the school committee is first obtained. No plans for the construction of or alterations, with the exception of ordinary repairs, in a school building shall be accepted, and no such work shall be commenced on the construction or alteration of a school building unless the approval of the school committee and the city manager shall have first been obtained".

FILE.

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

Home School  
Assignments/change in

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.

Mr. Foley made the following motion:

Request that the Administration approve the specific changes, as outlined in A, B and C below:

- A.** The Administration reviewed specific street assignments for schools in the Doherty Quadrant with home school assignments in the Burncoat Quadrant, specifically, Hibiscus Drive, Nizam Drive, Rainbow Drive, Russell Calvin Drive, Saffron Drive, and Snowy Owl Lane. Each street has at least one home school assignment outside of the Doherty Quadrant. The schools are assigned to the following schools:

Current School Assignments:

**Norrback Ave, Forest Grove Middle,  
Doherty High**

Rainbow Drive, Russell Calvin Drive, Saffron Drive, and Snowy Owl Lane

**Norrback Ave. Burncoat Middle, and  
Burncoat High**

Hibiscus Drive and Nizam Drive

Adjacent streets with all Doherty Quadrant home school assignments: Nelson Place, Forest Grove Middle, and Doherty High

Azalea Drive, Jasmine Drive, Oriental Street, and Taj Drive

- B.** The Administration's recommendation is that these street addresses all be changed to home school assignments as follows:

**Elementary School - Nelson Place School  
Middle School - Forest Grove Middle School  
High School - Doherty Memorial High School**

and grandfather those who wish to stay in their quadrant.

- C.** The Administration also recommends that any student currently attending a currently assigned home school other than Nelson Place School, Forest Grove Middle School, or Doherty High School will be allowed to remain in that school (with student transportation provided if eligible) until completion of grade 6, 8, or 12. This school assignment is guaranteed until completion or parental choice to move to another school and will not follow the district's special permission guidelines. (This school assignment guarantee does not apply to students attending other districtwide schools such as Jacob Hiatt Magnet, Worcester Arts Magnet, Goddard Scholars Academy, Hanover Academy, and Worcester Technical High School or students already attending other schools through special permission).

There are 92 current students enrolled in the Worcester Public Schools residing on the streets listed above. Of this total:

- 28 are currently high school students. These students shall remain at their current high school until completion.
- 37 students (Grades K-8) are already attending Doherty Quadrant Schools (Nelson Place or Forest Grove Middle).
- 20 students are currently attending Norrback Avenue School as follows:
- 16 students already have Forest Grove as their current home middle school.
  - **4 students have Burncoat Middle as their current home middle school** (2 students in Grade 1, 1 student in Grade 3, and 1 student in Grade 6)
- 7 students are attending citywide magnet schools (including Hanover Academy) or other schools through special permission.

On a voice vote, the changes in A, B and C were approved.

Stephanie Rodriguez spoke in favor of the reassignments and thanked the Administration for recommending the change and was appreciative of the students having the option to stay in their current school if they so choose.

FILE.

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

Gender Neutral  
Bathrooms

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

Mr. Foley made the following motion:

Request that the Administration provide a report on the feasibility of installing single stall gender neutral bathrooms at the secondary schools.

On a voice vote, the motion was approved.

FILE.

Mr. Foley requested that gb #9-366 and motion gb #9-333 be considered together.

People's Budget  
Quarterly Forum

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

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

Student  
Opportunity Act/  
public meetings

motion gb #9-333 - Mr. Foley (October 17, 2019)

Request that the Administration conduct a series of public session meetings at the Standing Committee on Finance and Operations at a time convenient to all School Committee members to discuss the disbursement of the new monies from the Student Opportunity Act.

Mr. Allen stated that the Report of the Superintendent scheduled for Thursday, February 6, 2020 will be an update on Governor Baker's proposed budget.

FILE item gb #9-366 and motion gb #9-333.

Snow Removal  
Equipment/update  
on

gb #9-405 - Miss Biancheria/Miss McCullough/Mr. Monfredo (November 26, 2019)

Request that the Administration provide an update on winter equipment per school site to include the process for clearing snow at each site and the evaluation of the equipment.

Miss Biancheria made the following motion:

Request that the Administration provide a report outlining the process for purchasing a new standard pickup truck for the new South High Community School and indicate the impact it may have on the FY21 Budget.

On a voice vote, the motion was approved.

FILE.

### **SCHOOL COMMITTEE ACTION**

The School Committee approved the action of the Standing Committee on Finance and Operations as amended.

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

FY20 Budget Second  
Quarter Report

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

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

It was moved to approve the following transfers:

Amount	From Account	Account Title	To Account	Account Title
\$20,000	500-91111	Teacher Salaries	500-91115	Instructional Assistants Salaries
\$40,000	500-91111	Teacher Salaries	500-91120	Maintenance Service Salaries
\$20,000	500-91111	Teacher Salaries	500-91122	School Clerical Salaries
\$18,709	500-91111	Teacher Salaries	500-92204	Instructional Materials
\$400,000	500-91111	Teacher Salaries	500136-93000	Miscellaneous Educational OM

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mrs. Clancey, Mr. Foley, Miss McCullough, Mr. Monfredo, Ms. Novick Mayor Petty	7
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Against the motion:	$\frac{0}{7}$
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The motion carried.

12. PERSONNEL

## Appointments

0-4

The Superintendent has APPROVED the APPOINTMENT of the persons named below:

Andrews, Casey, School Adjustment Counselor, Systemwide, MA, Step 1, \$54,650, effective January 21, 2020. Licensed: School Adjustment Counselor – all levels. \*

Carrero, Jennifer, Teacher, English, Doherty, MA, Step 7, \$71,648, effective January 21, 2020. Licensed: English 8-12. \*

Fanikos, Matthew, Teacher, Art, Worcester East, BA, Step 1, \$48,310, effective January 27, 2020. Licensed: Visual Arts – all levels. \*

Holland, Scott, Teacher, Physical Education, Goddard, BA, Step 1, \$48,310, effective January 6, 2020. Licensed: Physical Education PreK-8. \*

Sasseville, Rachel, Teacher, Health, Systemwide, MA, Step 4, \$63,731, effective January 13, 2020. Waiver: Health. \*

Trychon, Mary, Teacher, Elementary, Lincoln Street, BA, Step 1, \$48,310, effective January 2, 2020. Licensed: Elementary 1-6. \*

*\*prorated*

## Resignations

0-5

The Superintendent has ACCEPTED the RESIGNATION of the person named below:

Handley, Jennifer, Teacher, English as a Second Language, South, effective January 9, 2020.

Kopka, Craig, Teacher, Social Studies, Forest Grove, effective January 17, 2020.

Lauristen, Carrie, Teacher, Allied Health, North, effective January 17, 2020.

L'Ecuyer, Katherine, School Adjustment Counselor, Systemwide, effective January 17, 2020.

Russell, Christina, Teacher, Special Education, Systemwide, effective February 5, 2020.

Sheehan, Eric, Teacher, Special Education, Systemwide, effective January 21, 2020.



- 0-6 The Superintendent has ACCEPTED the RETIREMENT of the persons named below: Retirement
- Salins, Kenneth, Teacher, Art, Worcester East,  
effective January 17, 2020
- 0-7 The Superintendent has APPROVED the LEAVE OF ABSENCE of the persons named below: Leave of Absence
- Saad, Jillian, Teacher, Elementary, Nelson Place,  
January 28, 2020 – April 7, 2020.
- 0-8 The Superintendent has APPOINTED the person named below to the position of Cafeteria Substitute Helper, permanent/intermittent at a salary of \$14.00 per hour, from Civil Service List #319-044, effective as shown: Appointments/  
Cafeteria Substitute  
Helpers
- |                  |          |
|------------------|----------|
| Flynn, Hazel     | 1/13/20  |
| Hoekstra, Donald | 1/13/20  |
| Joinville, Paula | 12/16/20 |
- 0-9 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 #319-072, effective as follows: Appointment/Aide to  
the Physically  
Handicapped
- |                   |        |
|-------------------|--------|
| Thomas, Alexandra | 1/6/20 |
|-------------------|--------|
- 0-10 The Superintendent has provisionally APPOINTED the persons named below to the position of Junior Custodian, permanent/fulltime at a salary of \$16.54 (minimum) to \$21.05 (maximum), per hour, effective as shown: Appointments/Junior  
Custodians
- |                  |          |
|------------------|----------|
| Montanez, Javier | 12/30/19 |
| Snay III, Gerald | 1/7/20   |
| Wright, Matthew  | 1/27/20  |

It was moved and voice voted to file Personnel items 0-4 to 0-10.

GENERAL BUSINESS

Crew Team Boats/  
restoration of

13. gb #9-359.1 - Administration/Miss Biancheria/  
Mr. Foley/Miss McCullough/  
Mr. Monfredo  
(January 22, 2020)

Response of the Administration to provide information on the condition of crew team boats and consider, if feasible, restoration of the Brian A. O'Connell boat.

Miss Biancheria made the following motion:

Request that the Administration work, in conjunction with the crew team, to establish possible funding sources and/or fundraisers to help defray the cost to restore the boats.

On a voice vote, the motion was approved.

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

Grants/budget line  
item category

14. gb #0-7.1 - Administration/Administration  
(January 27, 2020)

Response of the Administration to the request to provide the budget line item category for items gb#0-7, gb#0-9, gb#0-13, gb#0-20 and gb#0-34.

Ms. Novick stated that there is still not enough level of detail and wants more in the backup. She also stated that there are occasions that the grants have been subsumed into the general funds of the Budget.

Superintendent Binienda stated that she received a Legal Opinion regarding this issue and stated that the Administration will provide a more detailed backup for the grant items.

15. gb #0-38 - Administration  
(January 8, 2019)

Donations

To consider approval of the following donations:

Canterbury Street Magnet Computer Based School

- \$66.00 from American Life Insurance Company
- \$79.60 from Box Tops for Education
- \$500.00 from Big Y
- \$118,200 from the Worcester Technical Skyline Fund to support the Innovation Pathways Program
- \$2,000.00 from Worcester Historical Museum/Pow Wow Worcester to WPS Visual Arts
- \$700.00 from Scholarship America/Target Field Trips to Flagg Street School to help with the cost of field trip expenses
- \$1,514.00 from fundraising efforts to Lake View School
- \$1,000.00 to Lake View School from donors
- \$452.90 from Box Tops for Education to Tatnuck Magnet School

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,  
Mr. Foley, Miss McCullough,  
Mr. Monfredo, Ms. Novick  
Mayor Petty 7

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

The motion carried.

16. gb #0-39 - Administration  
(January 10, 2019)

Grant/Gateway City for  
High Quality-Intensive  
ELL Programs

To approve a prior fiscal year payment in the amount of \$367.50 to AA Transportation Company.  
On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,  
 Mr. Foley, Miss McCullough,  
 Mr. Monfredo, Ms. Novick  
 Mayor Petty 7

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

The motion carried.

Recognition/set  
 date

17. gb #0-40 - Ms. McCullough/Miss Biancheria/  
 Mrs. Clancey/Mr. Foley/Mr. Monfredo/  
 Ms. Novick/Mayor Petty  
 (January 21, 2020)

To set a date to recognize William Foley, Principal,  
 staff members and the police liaison at Burncoat  
 High School who saved the life of a fellow staff  
 member.

It was moved and voice voted to set the date of  
 Thursday, February 27, 2020.

Recognition/  
 forward letters

18. gb #0-41 - Mr. Monfredo/Miss Biancheria/  
 Mrs. Clancey/Mr. Foley/Mayor Petty  
 (January 21, 2020)

Request that the Administration forward letters of  
 congratulations to:

- Gordon Hargrove, Director of Friendly  
 House and Dorothy Hargrove, former  
 teacher and School Committee member for  
 their 26<sup>th</sup> year of involvement with the  
 Martin Luther King, Jr. Youth Breakfast  
 Celebration
- City Councilor Sean Rose for receiving the  
 MLK Jr. Youth Service Award

and to the following students who won the poetry  
 contest:

<u>Grade 12</u>	Hussain Bhatti	Worcester Technical High School
<u>Grade 9</u>	Maria Elena Melgarejo	New Citizen Center
	Mechaque Uwezo	New Citizen Center
	Judith Adu	Worcester Technical High
School		
<u>Grade 8</u>	Serena Rodriquez	Forest Grove Middle School
	Lila Tallagnon	Goddard Scholars Academy at Sullivan Middle
	Efralia Economou	Forest Grove Middle School
	Alicia Velazquez	Forest Grove Middle School
	Jacob Hainsworth	Forest Grove Middle School
	Angela Dhima	Forest Grove Middle School
	Jaidyn Edmonds	Forest Grove Middle School
<u>Grade 7</u>	Eliara Campos	Goddard Scholars Academy at Sullivan Middle
	Shannon Dennehy	Goddard Scholars Academy at Sullivan Middle

It was moved and voice voted to forward letters of recognition.

19. gb #0-42 - Administration  
(January 22, 2020)

Worcester Chamber  
Music Society

To set a date to allow the Worcester Chamber Music Society to present their program.

It was moved and voice voted to set the date of Thursday, March 5, 2020.

20. gb #0-43 - Administration  
(January 23, 2020)

Grant/Teacher  
Diversification Pilot  
Program

To accept the Teacher Diversification Pilot Program Grant in the total amount of \$74,482.00 (\$56,887) and (\$17,595).

Ms. Novick questioned why there was a substantial drop in the Teacher Diversification Pilot Program Grant.

Superintendent Binienda stated that there are two groups in this grant. One is the people that already have their degrees but are not certified and the other one is connected to JET Education Services. The State had commented that it will be hiring a consultant who will review the results of the grant. She also stated that the system had to lay off some ESL and Special Education teachers due to the fact that their waiver was expiring. On July 21, 2019, DESE had decided to extend the waivers for 2 more years.

She further stated that it is a subject on the agenda for the Urban Superintendent's meeting.

Ms. Novick made the following motion:

Request that the Administration forward a letter to the Board of Education in support of the Massachusetts Tests for Educator Licensure (MTEL) Pilot Grant.

On a voice vote, the motion was approved.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,  
Mr. Foley, Miss McCullough,  
Mr. Monfredo, Ms. Novick  
Mayor Petty 7

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

The motion carried.

Grant/UNUM  
Strong Schools

21. gb #0-44 - Administration  
(January 23, 2020)

To accept the UNUM Strong Schools Grant in the amount of \$20,000.00.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,  
Mr. Foley, Miss McCullough,  
Mr. Monfredo, Ms. Novick  
Mayor Petty 7

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

The motion carried.

Grant/Targeted  
Assistance

22. gb #0-45 - Administration  
(January 23, 2020)

To accept the Targeted Assistance Grant in the amount of \$150,000.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,  
Mr. Foley, Miss McCullough,  
Mr. Monfredo, Ms. Novick  
Mayor Petty 7

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

The motion carried.

23. gb #0-46 - Administration Grant/Targeted Assistance  
(January 23, 2020)

To accept the Targeted Assistance Grant in the amount of \$200,000.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,  
Mr. Foley, Miss McCullough,  
Mr. Monfredo, Ms. Novick  
Mayor Petty 7

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

The motion carried.

24. gb #0-47 - Administration Recognition/set date  
(January 23, 2020)

To set a date to recognize Chrysanthé Manuel for having received "The Donna Nagel Excellence in General Music Award" from the Massachusetts Music Educators Association.

It was moved and voice voted to set the date of Thursday, March 19, 2020.

25. gb #0-48 - Mrs. Clancey/Mr. Foley/ CPPAC, ELPAC and  
Mr. Monfredo/Ns. Novick SPED-Pac Meetings/  
(January 23, 2020) updates on

Request that the Administration provide updates on the CPPAC, ELPAC and SPED-Pac meetings to include attendance and ways in which to increase parental participation.

Mrs. Clancey stated that she would like to see more parent involvement in the CPPAC, ELPAC and SPED-Pac meetings. She further stated that she would like the Administration to study the feasibility of a media campaign or rebranding.

Superintendent Binienda stated that the Administration knows that there is an issue with parental participation. She also stated that the ELPac meetings have been very successful. The Administration is also setting up SPED Pac meetings to boost the level of participation by having guest speakers and by forwarding information to the parents.

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

ConnectEd  
Messages/  
translations in  
appropriate  
languages

26. gb #0-49 - Mrs. Clancey/Mr. Foley/  
Mr. Monfredo/Ms. Novick  
(January 23, 2020)

Request that the Administration provide translations on social media for announcements and make certain that Connect Ed messages are sent out in the appropriate languages.

Mrs. Clancey would like to make sure the ConnectEd messages that parents receive at home are translated into the home languages.

It was moved and voice voted to file the item.

Bussing Needs/  
merger of Saint  
Peter Marian and  
Holy Name High  
schools

27. gb #0-50 - Ms. McCullough/Mrs. Clancey/  
Mr. Foley/Mr. Monfredo/Ms. Novick  
(January 23, 2020)

Request that the Administration provide a report on the busing needs for the proposed merger of Saint Peter Marian and Holy Name High School for the 2021 school year.

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



28. gb #0-51 - Administration  
(January 23, 2020)

Prior Fiscal Year  
Payment/Air Force  
JROTC Instructors

To approve prior fiscal year payments in the total amount of \$13,010.98 for three Air Force JROTC Instructors.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,  
Mr. Foley, Miss McCullough,  
Mr. Monfredo, Ms. Novick  
Mayor Petty 7

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

The motion carried.

29. gb #0-52 - Administration  
(January 23, 2020)

Mileage  
Reimbursement  
Rate/decrease of

To approve a decrease in the mileage reimbursement rate from \$0.58 per mile to \$0.575 per mile, effective January 1, 2020 for all represented and non-represented personnel in accordance with the 2020 standard mileage rate established by the Internal Revenue Service.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,  
Mr. Foley, Miss McCullough,  
Mr. Monfredo, Ms. Novick  
Mayor Petty 7

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

The motion carried.

30. gb #0-53 - Mr. Monfredo/Miss Biancheria/  
Mrs. Clancey/Mr. Foley/Mayor Petty  
(January 23, 2020)

Recognition/forward  
letters

Request that the Administration forward letters of congratulations to the Board of Directors of S.O.F.A. (Save Our Fine Arts) and to staff members and students at the various schools who

were involved in the FAME (Fine Arts Magnet Education) Productions for an outstanding program of orchestral and string music, choral singing, theater, dance and arts:

Worcester Arts Magnet School  
Burncoat Middle School and  
Burncoat High School

Staff members:

Worcester Arts Magnet – Chrysanthé Manuel,  
Cathy Taylor, Michael Wong  
and Tina Pagliese-Savage

Burncoat Middle and  
Burncoat High schools– Jeremy Woloski, Aimee Kewley,  
Kayla Cruz, Jacqueline Head,  
Andrea Cook, Israel Saldana,  
Kellie Shea, Ann Marie Keane,  
David Twiss, Meredith Lord, Jay  
Bennotti, and Colin Cawley

It was moved and voice vote to forward letter of Recognition.

Prior Fiscal Year  
Payment/teacher  
and Instructional  
Assistant

31. gb #0-54 - Administration  
(January 28, 2020)

To consider approval of prior fiscal year payments in the total amount of \$1,103.02 for a teacher and Instructional Assistant.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,  
Mr. Foley, Miss McCullough,  
Mr. Monfredo, Ms. Novick  
Mayor Petty 7

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

The motion carried.

Chapter 74  
Courses/summary  
of new courses

32. gb #0-55 - Miss Biancheria/Mrs. Clancey/  
Mr. Foley/Mr. Monfredo  
(January 28, 2020)

Request that the Administration provide a summary of the new courses under Chapter 74 that will be offered in the future to include school sites.

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

33. gb #0-56 - Ms. Novick/Mrs. Clancey/Mr. Foley/  
Mr. Monfredo  
(January 29, 2020) Public Records Law  
Statement/add to all  
emails

Request that the City Solicitor prepare and share with all in the city and school systems subject to the public records law a statement to that end to append to emails.

It was moved and voice voted to refer the item to the City Solicitor

34. gb #0-57 - Ms. Novick/Miss Biancheria/  
Mrs. Clancey/Mr. Foley  
(January 29, 2020) Credit-bearing  
Coursework/list of fees  
and charges for

Request that the Administration prepare a list of all fees and charges to students and their families required for coursework in the Worcester Public Schools, vocational programs, innovation programs, dual enrollment programs, or other credit-bearing work.

It was moved and voice voted to refer the item to the Administration for a report back at the School Committee meeting on March 5, 2020.

35. gb #0-58 - Ms. Novick/Miss Biancheria/  
Mr. Foley/Mr. Monfredo  
(January 29, 2020) Polling Locations/  
consider moving to  
schools

To discuss the proposal to move city polling locations into the Worcester Public Schools.

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

36. gb #0-59 - Ms. Novick/Mrs. Clancey/Mr. Foley  
(January 29, 2020) Policy/consider  
changes to the Student  
Dress Code

To rewrite the Worcester Public Schools' Student Dress Code.

It was moved and voice voted to refer the item to the Student Advisory Council and to the Standing Committee on Governance and Employee Issues.

Resolution/Foley  
Stadium and Duffy  
Field/Field work

37. gb #0-60 - Ms. Novick/Mr. Foley/Mr. Monfredo  
(January 29, 2020)

To adopt a resolution calling on the City Administration not to supplant Worcester Public Schools' FY21 or future years capital funding with field work at Foley Stadium or at Duffy Field.

Ms. Novick stated that the AstroTurf at both Foley Stadium and Duffy Field would cost the school system three million dollars and the system cannot afford such a cost at this time. The school system can't operate on a zero based Capital Budget and referred the item to the City Manager.

Mayor Petty stated that the City has already spent 500 million dollars on new schools and suggested that Mr. Allen speak to this item.

Mr. Allen stated that the school system and the City Manager does discuss the Capital funding and has not had that discussion for the FY21 Budget.

Mayor Petty stated that it should be in negotiations between the City Manager and the School Administration.

Miss Biancheria requested that this item be approved on a roll call.

On a roll call of 5-2 (nays Miss Biancheria and Mr. Monfredo), the motion to refer the item to the City Manager was approved.

Mr. Monfredo suggested that the item be discussed also with School Committee members and City Councilors.

Mayor Petty also referred the item to the Joint Standing Committee on Finance and Operations and the City Council's Standing Committee on Education.

It was moved and voice voted to refer the item to the City Manager and to the Joint meeting of the Standing Committee on Finance and Operations and the City Council's Standing Committee on Education

On a roll call, the vote was as follows:

For the motion: Mrs. Clancey, Mr. Foley,  
Miss McCullough, Ms. Novick,  
Mayor Petty 5

Against the motion: Miss Biancheria,  
Mr. Monfredo  $\frac{2}{7}$

The motion carried.

The meeting adjourned at 9:45 p.m.

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

IN SCHOOL COMMITTEE  
 Worcester, Massachusetts  
 Monday, February 10, 2020  
 Agenda #6

The School Committee Special meeting at Claremont Academy convened at 6:00 p.m.

There were present at the Call to Order:

Mrs. Clancey, Mr. Foley, Mr. Monfredo, Ms. Novick and Mayor Petty

There was absent: Miss Biancheria and Ms. McCullough

Miss Biancheria arrived at 6:30 p.m.

Others in attendance:

Superintendent Binienda, Dr. Friel, Dr. O'Neil, B. Allen, J. Amo-Boateng, M. Assefa, B. Battle, C. Bethea, J. Bousquet, M. Bunker, F. Calderon, J. Davis Carey, D. Comparetto, S. Conley, S. Cramer, T. Del Prete, J. Doradea, D. Harding, K. Kambosos, E. Kneeland, S. Kyriazis, D. Lanni, M. Mahoney, S. Mancia, D. Margolis, P. Matthews, C. Melendez, A. Merly, M. Nneji, R. Nneji, R. Nugent, M. O'Neil, A. Plant, H. Ramirez, C. Rosado, L. Ross, J. Sanchez, P. Santillah, K. Seale, J. Shulkin, T. Stewart, D. St. Louis, A. Toekulah, C. Vail, D. Vega

Interpreters in attendance were O. Anash, S. Arnous, B. Cesar, M. Ghimirey, G. Gollosi, P. Nguyen and A. Setral

Mayor Petty discussed the agenda for the meeting and introduced Brian Allen and Superintendent Binienda to do their PowerPoint presentations.

GENERAL BUSINESS

qb #0-62 - Administration  
 (February 6, 2020)

To conduct a forum at Claremont Academy to gather input from the community relative to the Student Opportunity Act's funding.

Student  
 Opportunity Act's  
 Funding

Brian Allen provided a PowerPoint detailing the FY21 Preliminary Budget Estimates and how these monies might be allocated over the next seven years.

Superintendent Binienda provided a PowerPoint outlining the nine bucket items for the Student Opportunity Act funding.

#### Community Table Discussions

Parents and employees of the Worcester Public Schools along with members of the community attended the meeting. Ten parents, twenty employees and 16 members of the community were present. Community table discussions were conducted for 45 minutes and members were asked to review the nine Bucket List items and provide input as to which items were of the greatest importance to them as a group. Each facilitator then provided an update on the priorities of their group. and where they felt the allotment of the monies from the Student Opportunity Act should go.

The Facilitators Summary Reports are as follows:

Martha Assafa and Dante Comparetto (Facilitators)

This group felt the greatest need was **Bucket 7** (Expanding early education and pre-kindergarten programming) followed by **Buckets 3 and 8** (Social-emotional and physical health services) and (Diversifying the educator and administrator workforce). Comments included diversity in the workforce, student and teacher safety and cameras on school buses.

Eric Kneeland (Facilitator)

This group felt that **Bucket 4** (Hiring school personnel to improve student performance) was most important. Comments included the need to hire well-qualified diverse teachers because students need to see people that look like them and more support for the families of students.

Paul Matthews (Facilitator)

This group felt that **Buckets 3 and 4** (Social-emotional and physical health services) and (Hiring school personnel to improve student performance) were the areas with the greatest need. Comments from this group included the importance of bi-lingual teachers and expansion of full day kindergarten.

Alana Merly (Facilitator)

This group felt strongly that **Bucket 8** (Diversifying the educator and administrator workforce) would be the greatest use of the monies. Comments were limited to only mentioning that reducing class size would be optimal.

Ronald Nneji (Facilitator)

This group agreed that **Buckets 3 and 4** (Social-emotional and physical health services) and (Hiring school personnel to improve student performance) were the two areas of greatest need. Needing better recruitment tools (too strict license requirements), hiring more qualified personnel and every school should have wraparound coordinators were the comments made by this group.

Clara O'Rourke (Facilitator)

**Bucket 9** (Additional pathways to strengthen college and career readiness (e.g., early college) was most important on this group's list. Comments regarding Bucket 9 included visits to local universities and orientation of opportunities for parents. A comment was made hoping for better and healthier food.

Laurie Ross (Facilitator)

This group rated all buckets as important except for **Buckets 6 and 9** (Curriculum materials/equipment aligned to state standards and (Additional pathways to strengthen college and career readiness (e.g., early college). Comments ranged from longer school day to more diverse teachers and addressing mold, heating and general upkeep of buildings.

Delia Vega (Facilitator)

**Buckets 3 and 7** (Social-emotional and physical health services) and (Expanding early education and pre-kindergarten programming) topped the list for this group. Comments included higher expectations for students.



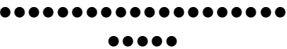









Manny Nneji (Facilitator)

**Buckets 2, 3 and 9** (Common planning time for teachers), (Social-emotional and physical health services) and (Additional pathways to strengthen college and career readiness (e.g., early college) were priorities for this group.

### The Facilitators Summary Report

#### Facilitators Summary Report Totals

Bucket 1	Expanded learning time (day or year: e.g., acceleration academies)	
Bucket 2	Common planning time for teachers	
Bucket 3	Social-emotional and physical health services	
Bucket 4	Hiring school personnel to improve student performance	
Bucket 5	Increased or improved PD (e.g., principal training / pipelines)	
Bucket 6	Curriculum materials/equipment aligned to state standards	
Bucket 7	Expanding early education and pre-kindergarten programming	
Bucket 8	Diversifying the educator and administrator workforce	
Bucket 9	Additional pathways to strengthen college and career readiness (e.g., early college)	
Evidence-Based Program Example Identified by DESE: Facilities Improvements to create healthy and safe school environments (J)		

Survey



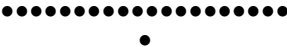







The following survey was administered under the direction of Jennifer Davis Carey, Executive Director of the Worcester Education Collaborative:

**Session Evaluation Survey**  
**Encuesta: evaluación de la session**

1. Did today's discussion help you better understand the Student Opportunity Act and its requirements? (La discusión de hoy mejoró mi entendimiento de la legislación (Student Opportunities Act) y sus requisites.)  
  
☐ No, not at all (no, para nada)  
☐ A little (un poco)  
☐ Somewhat (en cierto modo)  
☐ Yes, a lot (Sí, mucho)
  
2. Did today's discussion increase your interest in learning what your school district decides to do with the new funding? (La discusión de hoy aumentó mi interés en aprender que mi distrito escolar decide hacer con el financiamiento nuevo.)  
  
☐ No, not at all (no, para nada)  
☐ A little (un poco)  
☐ Somewhat (en cierto modo)  
☐ Yes, a lot (Sí, mucho)
  
3. Did today's discussion increase your interest in providing additional feedback on your school district's plan? (La discusión de hoy aumentó mi interés en proveer más comentarios sobre el plan del distrito escolar.)  
  
☐ No, not at all (no, para nada)  
☐ A little (un poco)  
☐ Somewhat (en cierto modo)  
☐ Yes, a lot (Sí, mucho)

In the closing remarks, Mayor Petty thanked those in attendance for their input on prioritizing for the next seven years with the SOA funding. He then asked each member to take 3 dots and place them under the bucket on the wall indicating their top three priorities. The results are as follows:

### Bucket Results

Bucket 1	Expanded learning time (day or year: e.g., acceleration academies)	
Bucket 2	Common planning time for teachers	
Bucket 3	Social-emotional and physical health services	
Bucket 4	Hiring school personnel to improve student performance	
Bucket 5	Increased or improved PD (e.g., principal training / pipelines)	
Bucket 6	Curriculum materials/equipment aligned to state standards	
Bucket 7	Expanding early education and pre-kindergarten programming	
Bucket 8	Diversifying the educator and administrator workforce	
Bucket 9	Additional pathways to strengthen college and career readiness (e.g., early college)	
Evidence-Based Program Example Identified by DESE: Facilities Improvements to create healthy and safe school environments (J)		

The next meeting will be held on Thursday, February 13, 2020 at 6:00 p.m. in the cafeteria at Burncoat High School.

The meeting adjourned at 7:35 p.m.

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

IN SCHOOL COMMITTEE  
Worcester, Massachusetts  
Thursday, February 13, 2020  
Agenda #7

The School Committee Special meeting at Burncoat High School convened at 6:00 p.m.

There were present at the Call to Order:

Mrs. Clancey, Mr. Monfredo, Ms. McCullough and Mayor Petty

There were absent: Miss Biancheria, Mr. Foley and Ms. Novick

Ms. McCullough left at 6:20 p.m.

Mr. Foley arrived at 6:30 p.m.

Others in attendance:

Superintendent Binienda, Dr. Friel, Dr. O'Neil, J. Alba, J. Binkoski, F. Boisvert, M. Brady, J. Camarra, S. Collins, S. Colón, C. Congdon, A. Dancy, J. Davis-Carey, T. Dufresne, F. Dukaj, B. Dunn, T. Dwyer, W. Foley, M. Ganas, I. González-Webster, J. Horton, A. Keane, B. Keaney, A. Kewley, E. Kneeland, C. Kuriacose, K. Lee, E. Leidel, Z. Link, J. Loftus, M. Martin, C. McSherry, C. Melendez, M. Meade-Montague, Marie Morse, Matt Morse, E. Moynihan, K. Napoleone, M. Nneji, R. Nneji, J. O'Leary, C. O'Rourke, M. Portuondo, A. Rich, C. Rich, R. Rodriguez Fay, M. Scanlon, M. Scarpato, H. Scuderi, M. Scully, K. Seale, N. Smith, M. Sullivan Fogarty, D. Vega, C. Vo, J. Wessel, L. Zalauskus

Interpreters in attendance were O. Anash, S. Arnous, B. Cesar, M. Ghimirey, G. Gollosi, P. Nguyen and A. Setral.

Mayor Petty discussed the agenda for the meeting and introduced Superintendent Binienda.

GENERAL BUSINESS

gb #0-62.1 - Administration  
(February 6, 2020)

Student Opportunity  
Act's Funding

To conduct a forum at Burncoat High School to gather input from the community relative to the Student Opportunity Act's funding.

### PowerPoints

Superintendent Binienda provided PowerPoints detailing the FY21 Preliminary Budget Estimates and how these monies might be allocated over the next seven years and outlined the nine bucket items for the Student Opportunity Act's funding.

### Community Table Discussions

Parents and employees of the Worcester Public Schools along with members of the community attended the meeting. Twenty parents, twenty-six employees and six members of the community were present. Community table discussions were conducted for 45 minutes and members were asked to review the nine Bucket List items and provide input as to which items were of the greatest importance to them as a group. Each facilitator then provided an update on the priorities of their group. and where they felt the allotment of the monies from the Student Opportunity Act should go.

The Facilitators Summary Reports are as follows:

Jennifer Davis Carey (Facilitator)

This group felt the greatest needs were **Buckets 2, 3 and 9** (Expanding early education and pre-kindergarten programming), (Social-emotional and physical health services) and (Additional pathways to strengthen college and career readiness).

Comments included:

- hiring additional school personnel
- providing more flexibility to have teachers have more common planning time and
- expanded learning time to give students the opportunity to develop a field of expertise that they are particularly interested in

The group also expressed the need for more social and emotional support services.

Stephanie Colón (Facilitator)

This group felt that **Bucket 4** (Hiring school personnel to improve student performance) was most important. Comments included special education especially Wilson learning for dyslexia, tutors for reading and math to meet the needs of the students and having School Adjustment Counselors five days a week.

Isabel González-Webster (Facilitator)

This group felt that **Buckets 1 and 3** (Expanded learning time) and (Social-emotional and physical health services) were the areas with the greatest need. Comments from this group included integrating the disciplinary and restorative justice practices paired with working with the community and wraparound coordinators in all the schools to support the families. Other comments included more time for arts and athletics and the need to hire diverse school personnel.

Clara O'Rourke (Facilitator)

This group felt strongly that **Bucket 3** (Social-emotional and physical health services) would be the greatest use of the monies. Comments included increasing mindfulness training and more School Adjustment Counselors, diversity in the workforce and more multi-lingual staff to focus on English Language Learners.

Eric Kneeland (Facilitator)

This group agreed that **Buckets 3, 6 and 8** (Social-emotional and physical health services), (Curriculum materials/equipment aligned to state standards) and (Diversifying the educator and administrator workforce) were the three areas of greatest need. The need for better trauma informed teacher practices and culturally responsive basic needs of teachers and students were the comments made by this group.

Delia Vega (Facilitator)

**Buckets 3, 4 and 7** (Social-emotional and physical health services), (Hiring school personnel to improve student performance) and (Expanding early education and pre-kindergarten programming) topped the list for this group. Comments included the need to hire properly trained teachers.

Ronald Nneji (Facilitator)

This group felt **Buckets 3 and 6** (Social-emotional and physical health services) and (Curriculum materials/equipment aligned to state standards) were the most important. Upgrades to classrooms and more space were comments made by the group. They also suggested using afterschool programs for support services.

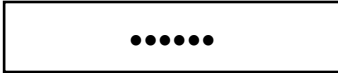
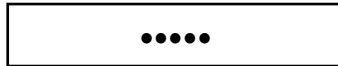
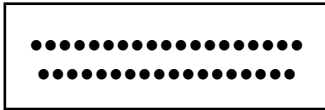
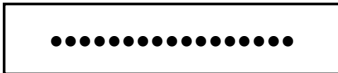
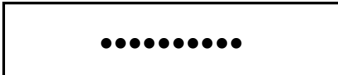
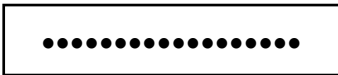
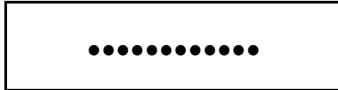
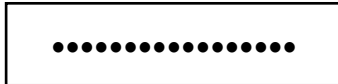
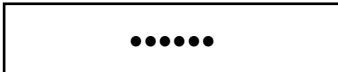

Manny Nneji (Facilitator)

**Buckets 3 and 8** (Social-emotional and physical health services) and (Diversifying the educator and administrator workforce) were priorities for this group. Comments included hiring personnel that look like the students including more female, African-American and Asian teachers.



The Facilitators Summary Report

## Facilitators Summary Report Totals

Bucket 1	Expanded learning time (day or year: e.g., acceleration academies)	
Bucket 2	Common planning time for teachers	
Bucket 3	Social-emotional and physical health services	
Bucket 4	Hiring school personnel to improve student performance	
Bucket 5	Increased or improved PD (e.g., principal training / pipelines)	
Bucket 6	Curriculum materials/equipment aligned to state standards	
Bucket 7	Expanding early education and pre-kindergarten programming	
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Bucket 9	Additional pathways to strengthen college and career readiness (e.g., early college)	
Evidence-Based Program Example Identified by DESE: Facilities Improvements to create healthy and safe school environments (J)		

Survey



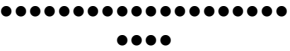







The following survey was administered under the direction of Jennifer Davis Carey, Executive Director of the Worcester Education Collaborative:

**Session Evaluation Survey**  
**Encuesta: evaluación de la session**

1. Did today's discussion help you better understand the Student Opportunity Act and its requirements? (La discusión de hoy mejoró mi entendimiento de la legislación (Student Opportunities Act) y sus requisites.)  
  
☐ No, not at all (no, para nada)  
☐ A little (un poco)  
☐ Somewhat (en cierto modo)  
☐ Yes, a lot (Sí, mucho)
  
2. Did today's discussion increase your interest in learning what your school district decides to do with the new funding? (La discusión de hoy aumentó mi interés en aprender que mi distrito escolar decide hacer con el financiamiento nuevo.)  
  
☐ No, not at all (no, para nada)  
☐ A little (un poco)  
☐ Somewhat (en cierto modo)  
☐ Yes, a lot (Sí, mucho)
  
3. Did today's discussion increase your interest in providing additional feedback on your school district's plan? (La discusión de hoy aumentó mi interés en proveer más comentarios sobre el plan del distrito escolar.)  
  
☐ No, not at all (no, para nada)  
☐ A little (un poco)  
☐ Somewhat (en cierto modo)  
☐ Yes, a lot (Sí, mucho)

In the closing remarks, Mayor Petty thanked those in attendance for their input on prioritizing for the next seven years with the SOA funding. He then asked each member to take 3 dots and place them under the bucket on the wall indicating their top three priorities. The results are as follows:

### Bucket Results

Bucket 1	Expanded learning time (day or year: e.g., acceleration academies)	
Bucket 2	Common planning time for teachers	
Bucket 3	Social-emotional and physical health services	
Bucket 4	Hiring school personnel to improve student performance	
Bucket 5	Increased or improved PD (e.g., principal training / pipelines)	
Bucket 6	Curriculum materials/equipment aligned to state standards	
Bucket 7	Expanding early education and pre-kindergarten programming	
Bucket 8	Diversifying the educator and administrator workforce	
Bucket 9	Additional pathways to strengthen college and career readiness (e.g., early college)	
Evidence-Based Program Example Identified by DESE: Facilities Improvements to create healthy and safe school environments (J)		

The next meeting will be held on Monday, March 2, 2020 at 6:00 p.m. in the cafeteria at Doherty Memorial High School.

The meeting adjourned at 8:00 p.m.

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

## To The School Committee of the City of Worcester:

The undersigned, residing in the City of Worcester most respectfully petition your Honorable Board:

NAME

ADDRESS

TELEPHONE NUMBER

JAMES E McDERMOTT 23 ONEIDA AVE 508-887-5557

TO DISCUSS: WPS BEST PRACTICES OF  
NOTIFICATION AND REMOVAL OF DANGEROUS MATERIALS  
IN REGARDS TO FACILITIES AND ITS ADMINISTRATORS  
GIVEN MY FIRST HAND EXPERIENCE AT A  
FACILITIES CARPENTER. (IN THE REALM OF ASBESTOS).

X. GENERAL BUSINESS  
Administration/Mr. Monfredo/  
Miss Biancheria  
(February 12, 2020)

CURRENT ITEM - gb #0-18.1  
S.C. MEETING - 2-27-20

1ST ITEM	gb #0-18	S.C.MTG. 1-16-20
2ND ITEM	gb #0-18.1	S.C.MTG. 2-27-20

ITEM:

Response of the Administration to the request to consider placing shades at the Burncoat Middle and Burncoat High schools' classrooms this school year due to the fact that the sun's rays may impact learning.

ORIGINAL ITEM: Mr. Monfredo/Miss Biancheria (January 6, 2020)

Request that the Administration consider placing shades at the Burncoat Middle and Burncoat High schools' classrooms this school year due to the fact that the sun's rays may impact learning.

PRIOR ACTION:

1-16-20 - Mr. Monfredo made the following motion:  
Request that the Administration provide a report regarding installing shades at Burncoat Middle and Burncoat High schools at the February 27, 2020 meeting.  
On a voice vote, the motion was approved.  
Mr. Foley stated that the shades were eliminated due to PCB concerns and that due to the fact that there are many substantial needs for the schools and a fixed budget, that having requests for singular items may not be in the best interest of the WPS.  
Referred to the Administration.

BACKUP: The funding for these window shades were included as part of the high school's FY20 Resource Allocation request. This request will be considered as part of the FY21 Annual Budget allocation process.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

X. GENERAL BUSINESS  
Administration/Mr. Monfredo/  
Miss Biancheria/Mrs. Clancey/Mr. Foley/  
Ms. McCullough  
(February 13, 2020)

CURRENT ITEM - gb #0-19.1  
S.C. MEETING - 2-27-20

1ST ITEM	gb #0-19	S.C.MTG. 1-16-20
2ND ITEM	gb #0-19.1	S.C.MTG. 2-27-20

ITEM:

Response of the Administration to the request to encourage the schools to incorporate studies in black history during February's "Black History Month."

ORIGINAL ITEM: Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Mr. Foley/  
Ms. McCullough (January 7, 2020)

Request that the Administration encourage the schools to incorporate studies in black history during February's "Black History Month."

PRIOR ACTION:

1-16-20 - Referred to the Administration.

BACKUP: Principals were notified of resources in the Elementary and Secondary manager's newsletters and asked to share with staff.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

Worcester Public Schools  
Office of Grants Management

**Grant Acceptance Form**

**Name of Grant:** Financial Literacy Planning and Implementation

**Type of Funder:** Massachusetts Department of Elementary and Secondary Education

**Awarded Amount:** \$13,000.00

**Grant Funding Period:** January 9, 2020 through June 30, 2020

**Project title:** Financial Literacy in Schools

**Program coordinator:** Colleen Kelly, History & Social Studies Liaison/Magdalena Gantias, Manager Curriculum & Professional Learning

**Purpose:** To provide funding to support districts in the selection and/or development materials, curriculum, professional development, and experiential learning related to financial literacy.

**Description of the program:** To address economic standards Pre-Kindergarten through US History II and Personal Financial Literacy from the 2018 *History and Social Science Frameworks*. The main focus will address the economic standards in high school core History courses as well as the standards for Personal Financial Literacy.

**Program location:** Worcester Public Schools

**Outcomes and Measures:** For districts to deepen their understanding of the standards, adopt high-quality standards-aligned curricular materials, and provide meaningful learning.





OFFICE OF THE GOVERNOR  
**COMMONWEALTH OF MASSACHUSETTS**  
STATE HOUSE • BOSTON, MA 02133  
(617) 725-4000

**CHARLES D. BAKER**  
GOVERNOR

**KARYN E. POLITO**  
LIEUTENANT GOVERNOR

January 9, 2020

Dear Colleen Kelly,

Congratulations! We are pleased to notify you that Worcester Public Schools has been awarded a Financial Literacy Planning and Implementation Grant of \$13,000.

We want to thank you for your commitment to promoting equitable access to high-quality curriculum and experiential learning related to financial literacy. Pursuant to Chapter 438 of the Acts of 2018, *An act relative to financial literacy in schools*, teaching of financial literacy concepts will equip students with the necessary skills to be informed and productive participants in our society. Through this funding and your continued support, we hope to expand access to great educational opportunities in the Commonwealth.

You will be receiving further instructions from the Department of Elementary and Secondary Education on next steps, and please feel free to contact Cecelia Spencer at [Cecelia.Spencer@doe.mass.edu](mailto:Cecelia.Spencer@doe.mass.edu) if you have any questions.

Sincerely,

A handwritten signature in cursive script, reading "Charles Baker".

Governor Charles D. Baker

A handwritten signature in cursive script, reading "Karyn E. Polito".

Lt. Governor Karyn E. Polito

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS**

ANNEX A  
gb #0-66  
Page 3

**PART I - GENERAL**

<b>A. APPLICANT:</b> Worcester Public Schools	<b>District Code:</b>	0	3	4	8
<b>ADDRESS:</b> 20 Irving Street					
Worcester, MA 01609					
<b>TELEPHONE:</b> (508) 799-3108					

**B. APPLICATION FOR PROGRAM FUNDING**

FUND CODE	PROGRAM NAME	PROJECT DURATION		AMOUNT REQUESTED
FY2020	STATE COMPETITIVE GRANT administered by the Center for Instructional Support	FROM  11/9/20	TO	\$13,000
104	FINANCIAL LITERACY PLANNING AND IMPLEMENTATION GRANT	Upon approval	6/30/2020	

C. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS.

<b>AUTHORIZED SIGNATORY:</b> <i>Maureen F. Binienda</i>	<b>TITLE:</b> Superintendent
<b>TYPED NAME:</b> Maureen F. Binienda	<b>DATE:</b> 1/15/20

**FY2020 Financial Literacy Grant**

--

Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2020

Fund Code: 104

Program Name: Financial Literacy Planning and Implementation Grant

Budget Line Item Category					Amount		COMMENTS	
<b>1 ADMINISTRATOR SALARIES:</b>					<b># of staff</b>	<b>FTE</b>		<b>MTRS</b>
							<input type="checkbox"/>	
							<input type="checkbox"/>	
							<input type="checkbox"/>	
<b>SUB-TOTAL</b>								
							\$ -	
<b>2 INSTRUCTIONAL/PROF STAFF SALARIES:</b>					<b># of staff</b>	<b>FTE</b>	<b>MTRS</b>	
							<input type="checkbox"/>	
							<input type="checkbox"/>	
							<input type="checkbox"/>	
							<input type="checkbox"/>	
<b>SUB-TOTAL</b>							\$ -	
<b>3 SUPPORT STAFF SALARIES:</b>					<b># of staff</b>	<b>FTE</b>	<b>MTRS</b>	
							<input type="checkbox"/>	
							<input type="checkbox"/>	
							<input type="checkbox"/>	
<b>SUB-TOTAL</b>							\$ -	
<b>4 STIPENDS:</b>					<b># of Staff</b>	<b>Rate</b>	<b>Rate Type</b>	<b>MTRS</b>
Teacher Instructional/Professional Staff					16	\$35	per hour	<input type="checkbox"/>
Administrator					2	\$40	per hour	<input type="checkbox"/>
							<input type="checkbox"/>	
							<input type="checkbox"/>	
<b>SUB-TOTAL</b>							\$ 7,000	
<b>5 FRINGE BENEFITS:</b>								
5-a MTRS (automatically calculates if MTRS box is checked)							\$ -	
5-b Other							\$ -	
Health Insurance							\$ -	
Other Retirement Systems							\$ -	
Federal Insurance Contributions (FICA)							\$ -	
<b>SUB-TOTAL</b>							\$ -	

Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2020

Fund Code: 104

<b>6 CONTRACTUAL SERVICES:</b>		<b>Rate</b>	<b>Rate Type</b>	<b>Total Amount</b>	<b>COMMENTS</b>
Consultants/Prof Dev for Teachers & Support Sta		\$75	per hour	\$ 3,000	For professional development
				\$ -	
				\$ -	
				\$ -	
				\$ -	
				\$ -	
<b>SUB-TOTAL</b>				\$ 3,000	
<b>7 SUPPLIES AND MATERIALS:</b>				<b>Total Amount</b>	<b>COMMENTS</b>
Other (please describe)				\$ 1,040	Event supplies
				\$ -	
				\$ -	
<b>SUB-TOTAL</b>				\$ 1,040	
<b>8 TRAVEL:</b>				<b>Total Amount</b>	<b>COMMENTS</b>
				\$ -	
				\$ -	
				\$ -	
<b>SUB-TOTAL</b>				\$ -	
<b>9 OTHER COSTS:</b>				<b>Total Amount</b>	<b>COMMENTS</b>
Student Transportation Services				\$ 1,700	Transportation for Finance Day
				\$ -	
				\$ -	
<b>SUB-TOTAL</b>				\$ 1,700	
<b>10 INDIRECT COSTS</b> (use indirect costs calculator)		enter rate % 2.00%		\$260	<b>COMMENTS</b>
<b>11 EQUIPMENT:</b> Items costing \$5,000+ per unit & having a useful life 1+ years				<b>Total Amount</b>	<b>COMMENTS</b>
				\$ -	
				\$ -	
<b>SUB-TOTAL</b>				\$ -	
<b>TOTAL FUNDS REQUESTED</b>				<b>\$ 13,000</b>	

12/3/2019

FY2020 Fund Code 104: Financial Literacy Planning and Implementation Grant - Grants and Other Financial Assistance Programs

**State Employee Work Notice:** The Governor has called for a delayed start time of 10:00 a.m. for non-emergency state Executive Branch employees on Tuesday, 12/3/2019. Read more (<https://www.mass.gov/alerts#undefined>)...



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## Grants and Other Financial Assistance Programs (/grants/)

[Accounting & Auditing \(/finance/accounting/\)](/finance/accounting/)

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[Regional Districts \(/finance/regional/\)](/finance/regional/)

[School Buildings \(/finance/sbuilding/\)](/finance/sbuilding/)

[School Choice \(/finance/schoolchoice/\)](/finance/schoolchoice/)

[School Finance Regulations \(/lawsregs/603cmr10.html\)](/lawsregs/603cmr10.html)

[Spending Comparisons \(/finance/statistics/\)](/finance/statistics/)

[Transportation \(/finance/transportation/\)](/finance/transportation/)

[Chapter 74 Nonresident Tuition \(/ccte/cvte/admissions/\)](/ccte/cvte/admissions/)

[School Finance Contacts \(/finance/contactus.html\)](/finance/contactus.html)

[Related Links \(/finance/links.html\)](/finance/links.html)

## FY2020: Financial Literacy Planning and Implementation Grant

Fund Code: 104

### Purpose:

The purpose of this competitive grant program is to provide funding to support districts in the selection and/or development of materials, curriculum, professional development and experiential learning related to financial literacy. Pursuant to Chapter 438 of the Acts of 2018, *An act relative to financial literacy in schools* (<https://malegislature.gov/Laws/SessionLaws/Acts/2018/Chapter438>), "the department shall make resources available to schools, charter schools, approved private day or residential schools, and collaborative schools to assist in the selection of materials and curriculum on personal financial literacy." Districts may propose to collaborate with vendor(s) to support this work.

### Priorities:

Signed into law by Governor Baker on January 20, 2019, *An Act relative to financial literacy in schools* seeks to equip students with the necessary skills to be informed and productive participants in our society. LEAs may integrate financial literacy across grades K–12 in a variety of subjects such as mathematics, history and social science, technology, advisory, or business. At the high school level, the Standards for Personal Financial

12/3/2019

FY2020 Fund Code 104: Financial Literacy Planning and Implementation Grant - Grants and Other Financial Assistance Programs

Literacy enumerated in the 2018 History and Social Science Curriculum Framework ([frameworks/current.html](#)) may be used as a stand-alone course or incorporated into a variety of subjects (page 173). Further information regarding the integration of this content can be found in the *Quick Reference Guide: Resources for Supporting K-12 Personal Financial Literacy and Personal Financial Literacy in the Massachusetts Curriculum Framework*, both available on the DESE Frameworks webpage ([frameworks/current.html](#)). While there are multiple pathways to teach this content, the goal is for all students to equitably access this knowledge through coherent, high-quality and standards-aligned instruction.

Grants will support professional learning and the development and or/selection of materials and curriculum that equip teachers to fully and effectively implement the personal financial literacy standards. The intended outcomes of this grant are for districts to deepen their understanding of the standards, adopt high-quality standards-aligned curricular materials, and provide meaningful learning experiences for students relating to financial literacy.

DESE seeks funding proposals that:

- align materials, curriculum, professional development, and experiential learning opportunities to the concepts outlined in Chapter 438 of the Acts of 2018 and the Standards for Personal Financial Literacy, such as: earning and spending income; online commerce; the rights and responsibilities of renting or buying a home; saving money; using credit, credit card debt, and making investments; balancing a checkbook; state and federal taxes; and protecting and insuring assets.
- develop knowledge and skills relating to financial literacy at any grade level, K-12.
- increase equitable access to financial literacy.

LEAs will be given competitive priority in scoring for each of the following eligibilities:

- LEAs with schools identified as requiring assistance according to the state accountability system
- LEAs with greater than 40% of the student population qualifying as economically disadvantaged

LEAs must propose at least one of the following activities to be eligible for funding:

- **Curriculum Development:** Districts develop high-quality standards-aligned curriculum that incorporates concepts from the legislation and the Standards for Personal Financial Literacy. Curriculum for financial literacy can be developed for any course across multiple content areas and grade levels K-12. All curricular materials should be thoughtfully integrated if supplementing pre-existing curriculum.
- **Curriculum Implementation and Professional Development:** Districts collaborate with vendors to implement pre-existing high-quality and standards-aligned financial literacy curriculum into the school's current curriculum. This can include the purchase of curricular materials. Proposals in this area should include training from the vendor and additional curriculum work time to ensure consistent and systematic implementation.
- **Financial Literacy Experiential Learning:** Districts develop and plan enrichment activities for students, such as inviting in experts or creating opportunities that simulate authentic experiences related to financial literacy outside of the classroom (e.g. workshops, project-based learning, and special programs). Districts may collaborate with vendors to design and carry out these experiences.

The Department of Elementary and Secondary Education expects grant recipients to share a description of the outcomes of the grant and products as requested to expand the impact of the grant.

**Eligibility:**

All Massachusetts Local Education Agencies (districts, charter schools, and Collaboratives) are eligible to apply for this grant.

**Funding Type:**

State

**Funding:**

Approximately \$250,000 is available through state funds.

LEAs may apply for up to \$15,000 to support *curriculum development, curriculum selection, professional development, and experiential learning*. Grants involving a vendor partnership are conditional based on Department approval of a proposal demonstrating that the vendor will offer high-quality and standards aligned curriculum, professional development, and/or experiential learning accessible to all students.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available it will be distributed under the same guidelines that appear in this RFP document.

**Fund Use:**

Fund use must be consistent with the priorities described above, with the goal of improved outcomes for all students. Fund use may include but is not limited to:

- Stipends for teachers
- Contracting with external partners, including non-profit organizations, institutions of higher education, and professional development providers

**Fund restrictions:**

- No funds may be dedicated toward administrator salaries.
- No greater than 5% of funds may be dedicated toward administrative costs associated with the grant.

**Project Duration:**

Upon Approval – 6/30/2020

**Program Unit:**

Center for Instructional Support

12/3/2019 FY2020 Fund Code 104: Financial Literacy Planning and Implementation Grant - Grants and Other Financial Assistance Programs

**Contact:**

 Cecelia Spencer (mailto:cecilia.spencer@doe.mass.edu?subject=Personal%20Financial%20Literacy%20Grant)

**Phone Number:**


(781) 338-6243

**Date Due:**

Wednesday, December 11, 2019

All Proposals must be received at the Department by 5:00 p.m. on the date due.

**Required Forms:**

 Part I — General — Program Unit Signature Page — (Standard Contract Form and Application for Program Grants)

(part-i-signature.docx)

 Part II — Budget

(partii-budget.xlsx)

 Part III — Required Program Information

(partiii-info.docx)

**Additional Information:**

Each grant recipient must complete a brief survey upon completion of project duration. (Surveys to be provided by DESE). Survey must be submitted no later than Friday, July 31, 2020.

**Submission Instructions:**

Complete and submit all grant forms and materials:

Email one (1) complete set of all required documents (Part I, Part II, Part III, and any additional related information) to:  Cecelia.Spencer@doe.mass.edu (mailto:Cecelia.Spencer@doe.mass.edu) no later than 5:00 p.m. on the date due.

Upon award, recipients will be required to enter the approved budget in EdGrants and upload required documents. Once selected, grant recipients will be contacted with further instructions on the process.

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MCAS (/mcas/)

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Educator Services (/educators/)

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www.doe.mass.edu/grants/2020/104/

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12/3/2019 FY2020 Fund Code 104: Financial Literacy Planning and Implementation Grant - Grants and Other Financial Assistance Programs

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**Contact Us**

Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148-4906

Voice: (781) 338-3000

TTY: (800) 439-2370

 Directions (/contact/doedirections.html)

**Disclaimer:** A reference in this website to any specific commercial products, processes, or services, or the use of any trade, firm, or corporation name is for the information and convenience of the public and does not constitute endorsement or recommendation by the Massachusetts Department of Elementary and Secondary Education.

*Worcester Public Schools*  
*Office of Grants Management*

**Grant Acceptance Form**

**Name of Grant:** STARS Residencies FY20 Clark Street Community School

**Type of Funder:** Massachusetts Cultural Council

**Awarded Amount:** \$5,000.00

**Grant Funding Period:** September 22, 2019 – June 12 2020

**Project title:** Neighborhood Strings

**Program coordinator:** Fjodor Dukaj

**Purpose:** This residency will transform the lives of urban youth through music.

**Description of the program:** National Strings will provide free instruments, free after-school music lessons and ensembles in string instruments and intensive mentorship by teaching artists. Youth at the school will learn to make music together with musicians and in the process, they discover a creative outlet that hones life skills like discipline, cooperation, imagination, and leadership.

**Program location:** Clark Street Community School

**Outcomes and Measures:** Students will not only gain the satisfaction of creating music, but also the many benefits of music education, including self-discipline, improved academic performance, and the confidence both to lead and to cooperate.



## ATTACHMENT A - SCOPE OF SERVICES AND ADDITIONAL TERMS & CONDITIONS

CONTRACTOR NAME: Clark Street Community School

ADDRESS: 280 Clark Street  
Worcester, MA 01606  
508/799-3545

BRIEF DESCRIPTION OF CONTRACT SERVICES (make any necessary changes if your project has changed significantly from the information below; initial and date):

APPLICATION #: FY20-SR-RES-1881

Neighborhood Strings: for a school residency intensive strings program with Tracy Kraus, Worcester Chamber Music society.

TOTAL MAXIMUM OBLIGATION OF CONTRACT: \$5,000

DATES OF PROJECT: September 22, 2019 - June 12, 2020

CONTRACT START DATE: September 22, 2019

CONTRACT TERMINATION DATE: June 12, 2020

DATE FINAL REPORT IS DUE: July 12, 2020



Mass Cultural Council - STARS Residencies FY20  
Clark Street Community School  
Application #RES0075

Primary Contact: Mr. Fjodor Dukaj  
Phone: (508) 735-5446  
Email: dukajf@worcesterschools.net  
Document Generated: Monday, October 28th 2019, 2:59 pm

## Residency Description

### Learning Objectives

**Provide a brief description of the Top 2 Student Learning Objectives for this residency.**

**Student learning objectives must be connected to the curriculum.**

*(Character limit is 250 including spaces for each learning objective.)*

#### Learning Objective #1:

Participants will gain enhanced self-awareness through musical instruction.

#### Learning Objective #2:

Participants will gain enhanced sense of community inclusion through musical instruction.

### Socially Conscious Learning Objective

**What will students learn to prepare them to be positive contributors to their world? For example, does the residency help them connect with their own voice or with the world around them (such as their school, their community, environment, or another culture?)**

*(Character limit is 250 including spaces.)*

#### Socially Conscious Learning Objective:

Our youth gain not only the satisfaction of creating music, but also the many additional benefits of music education, including self-discipline, improved academic performance, and the confidence both to lead and to cooperate.

### Residency Overview

**What is the goal of the residency? What will the cultural partner(s) be doing? What will the students be doing? What will the teacher(s) do before and after the residency to extend learning? (Note: descriptions of individual sessions belong in the next section.) If the residency involves more than one grade, identify the unifying theme and discuss how the grades will explore the same content.**

*(Character limit is 2,000 including spaces.)*

The goal of our Neighborhood Strings program is to transform the lives of urban youth through music. Neighborhood Strings provides free instruments, free after-school music lessons and ensembles in string instruments, and intensive mentorship by Worcester Chamber Music Society (WCMS) teaching artists. The



Mass Cultural Council - STARS Residencies FY20  
Clark Street Community School  
Application #RES0075

Primary Contact: Mr. Fjodor Dukaj  
Phone: (508) 735-5446  
Email: dukajf@worcesterschools.net  
Document Generated: Monday, October 28th 2019, 2:59 pm

residency will focus on our third site, Clark Street Elementary School. Located in the heart of an immigrant community, the school currently serves 298 students, many of which are new arrivals to the U.S. and English language learners. More than 90% of them come from low-income households. Youth at the school will learn to make music together with musicians and friends from the WCMS. In the process, they discover a creative outlet that hones life skills like discipline, cooperation, imagination, and leadership. Teachers work to forge strong relationships with students that strengthen WCMS's ties to the community. The focus is not just on the child as a musician, but the child as a citizen and a contributing member of society. The cultural partner will oversee one primary teaching artist who manages the after-school music program's group and individual lessons. The teaching artist works with the students for an average of 4 hours a week. The cultural partner will work with teachers of the schools to highlight the discipline needed to hone the youth's musical capabilities. In this way, she will enable teachers to better understand the steps youth must take to become skilled musicians thereby extending the learning provided to youth through the residency. Due to the fact that a number of grade-levels will participate in the residency, Neighborhood Strings continuously tacks back to the broader musical community of WCMS, unifying the group. Participants of all ages and ability levels are encouraged to perform in a variety of settings through the program.

## Residency Session Detail

**Detail what will happen in the residency sessions to show how the residency will achieve all three Learning Objectives listed above. If the residency is 8 sessions per classroom or less, detail each session. If the residency is more than 8 sessions per classroom, provide the detail by groups of sessions (for example, Sessions 1-3, Sessions 4-6, Sessions 7-9, etc.) For each session (or group of sessions) tell us what the Cultural Partner will teach, what activities the students will do, and what the teacher(s) will do before and after the session(s) to extend the learning.**

*(Character limit is 3,300 including spaces.)*

Our curriculum purposefully incorporates the standards for both the Federal and Massachusetts Arts Curriculum Framework. Below is the curriculum for the New Citizens Violin Program at Clark Street School.

Week 1: Introduction to parts of the violin along with learning how to hold the violin. Singing and clapping simple rhythms. Start learning the words to Twinkle, Twinkle Little Star. Skills: Students can sing independently, maintain accurate intonation, steady tempo, and rhythmic accuracy; students sing music representing diverse genres and cultures

Weeks 2-3: Review parts of the violin and how to hold the instrument. Teach about pizzicato. Go over open string notes and what they look like on the musical staff.

Weeks 4-10: Learn different parts of the bow and basic care. Introduce the bow hold and teach the bow hold song. Introduction to note reading (treble clef). Learn how to do basic Twinkle rhythms with bow on string. Skills: Students can demonstrate and respond to the beat, the meter, and rhythmic and pitch notations. Review violin and bow position and learn to put first finger down on A and E strings. Review reading all open string notes and reading basic rhythms. Each group will perform for the class. Teach 1st, 2nd 3rd fingers on A string. Up and down the A ladder. Learn names of notes and what they look like on the staff. Review of



Mass Cultural Council - STARS Residencies FY20

Clark Street Community School

Application #RES0075

Primary Contact:

Mr. Fjodor Dukaj

Phone:

(508) 735-5446

Email:

dukajf@worcesterschools.net

Document Generated: Monday, October 28th 2019, 2:59 pm

week 9. Weeks 11-20: Begin teaching Twinkle, Twinkle. Review Twinkle. Begin learning folk songs from other representing cultures. Skills: Learn to participate in the ensemble, blending timbres and responding to the cues of the leader and developing ensemble skills like following and listening. Improvise short melodies, unaccompanied and over given rhythmic accompaniments. Weeks 21-24: Learn and review songs for Hanover Theatre Family Concert and school concert. Weeks 26-28: Select music for Performance Party. Weeks 29-32: Fingered notes on multiple strings; perform at Music on Main. Solidify music for Performance Party for both small group and full ensemble. Regarding the cultural partner's role, she will assist the teaching artists in facilitating the above curriculum during all weekly sessions. It is expected that participants will realize enhanced feelings of self-awareness and community inclusion. A pre- and post-assessment will be conducted with youth who participate in the Neighborhood Strings residency to assess improvement on learning objectives #1: self-awareness; #2 and community inclusion. Data will be analyzed to assess any improvements made on each of these two learning objectives. Learning Objective #1: All of the students in the New Citizen's classroom are new to the U.S. from countries where they did not receive a formal education for at least two years. Learning the violin and other aspects of music will provide the students with an opportunity to practice English in a small group setting and learn and find success in the language of music as well. Learning Objective #2: The goal is to have the students become active members in the school community through a number of performances. We will explore different ways to integrate the kids through the violin with others that may be learning in the "regular" classrooms.

## Culminating Event

**If there will be a Culminating Event, such as an exhibit or performance, please describe. Indicate if the Cultural Partner will be there or not. Residencies of 5 days or more in the school must include a Culminating Event.**

*(Character limit is 500 including spaces.)*

The residency participants will open the WCMS's Annual Family Concert at Hanover Theatre on Sunday, March 1, 2020. This will serve as the first of two culminating events for the residency as all participants will open the concert with a 10 minute performance at this year's "A Carnival of Animals" concert; it is a fun-filled event for the whole family. The second culminating event will be the End-of-Year Performance Party in which all residency members will participate.

## Planning with the Cultural Partner

**Planning Time is a critical step in developing a valuable and high-quality learning experience for your students. Each grant will include a \$200 stipend to pay the Cultural Partner for time spent planning with the school before and during the residency.**

*Worcester Public Schools  
Office of Grants Management*

**Grant Acceptance Form**

**Name of Grant:** STARS Residencies FY20 Columbus Park Preparatory Academy

**Type of Funder:** Massachusetts Cultural Council

**Awarded Amount:** \$5,000.00

**Grant Funding Period:** December 01, 2019 through June 10, 2020

**Project title:** Animals Are Everywhere

**Program coordinator:** Kathleen Martinelli, Principal

**Purpose:** To encourage students to deepen their knowledge of animals in the natural world.

**Description of the program:** Learning Objective #1:  
Students will expand their critical thinking and creativity skills by researching an animal, sculpting the animal out of clay, and writing a creative narrative that incorporates facts about the animal that they choose.

Learning Objective 2:  
Students will learn to articulate their ideas visually through sketches and clay pieces that will inform the writing process. The project encourages self-expression a every level for creating in the arts will inform their creative narratives.

**Program location:** Columbus Park Preparatory Academy

**Outcomes and Measures:** This project will support students who have trouble with language to develop vocabulary which will enhance their writing.

## ATTACHMENT A - SCOPE OF SERVICES AND ADDITIONAL TERMS & CONDITIONS

CONTRACTOR NAME: Columbus Park Preparatory Academy

ADDRESS: 75 Lovell Street  
Worcester, MA 01603  
508/799-3490

BRIEF DESCRIPTION OF CONTRACT SERVICES (make any necessary changes if your project has changed significantly from the information below; initial and date):

APPLICATION #: FY20-SR-RES-1903

Animals Are Everywhere: for a school residency in visual arts & literacy with Susan Fisher with Susan J. Fisher.

TOTAL MAXIMUM OBLIGATION OF CONTRACT: \$5,000

DATES OF PROJECT: December 1, 2019 - June 10, 2020

CONTRACT START DATE: December 1, 2019

CONTRACT TERMINATION DATE: June 10, 2020

DATE FINAL REPORT IS DUE: July 10, 2020



Mass Cultural Council - STARS Residencies FY20  
Columbus Park Preparatory Academy  
Application #RES0099

Primary Contact: Mrs. Kathy Martinelli  
Phone: (508) 799-3490  
Email: martinelli@worcesterschools.net  
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## Residency Description

### Learning Objectives

**Provide a brief description of the Top 2 Student Learning Objectives for this residency.**

**Student learning objectives must be connected to the curriculum.**

*(Character limit is 250 including spaces for each learning objective.)*

#### Learning Objective #1:

Students will expand their critical thinking and creativity skills by researching an animal, sculpting the animal out of clay, and writing a creative narrative that incorporates facts about the animal that they choose.

#### Learning Objective #2"

Students will learn to articulate their ideas visually through sketches and clay pieces that will inform the writing process. The project encourages self-expression at every level for creating in the arts will inform their creative narratives.

### Socially Conscious Learning Objective

**What will students learn to prepare them to be positive contributors to their world? For example, does the residency help them connect with their own voice or with the world around them (such as their school, their community, environment, or another culture?)**

*(Character limit is 250 including spaces.)*

#### Socially Conscious Learning Objective:

The project will encourage students to deepen their knowledge of animals in the natural world. They will express this by creating clay animals & narratives. They will connect with their peers as they learn about different animals and points of view.

### Residency Overview

**What is the goal of the residency? What will the cultural partner(s) be doing? What will the students be doing? What will the teacher(s) do before and after the residency to extend learning? (Note: descriptions of individual sessions belong in the next section.) If the residency involves more than one grade, identify the unifying theme and discuss how the grades will explore the same content.**

*(Character limit is 2,000 including spaces.)*





Mass Cultural Council - STARS Residencies FY20  
Columbus Park Preparatory Academy  
Application #RES0099

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Recognizing that character and point of view can be difficult to understand for young children, this project is designed to engage students through creative projects that build these skills. Students will use their imagination and critical thinking skills to research and create an animal of their choosing. They will then write a narrative using the animals' point of view, including new facts about the animal that they have discovered. During this 19-day residency Susan will work with 384 students in grades 1-6 for three days. Columbus Park serves a multi-ethnic and low-income population. This project will support students in developing their voice by creating animals and narratives of their choice to share with the school and the larger community at the arts exhibition. It allows students to: 1) discuss different animals, including where & how they live 2) form their animal out of clay using hand building techniques 3) express their ideas visually through their choice of form & color on the clay 4) craft a narrative from the point of view of the animal 5) include facts about the animal informed by their research 6) learn to draft & edit their writing 7) strengthen self-expression, imagination & self-worth through visual and written expression & 8) see how one project can be an integrated arts unit that combines visual arts, science and English language arts to connect learning across the disciplines. Susan has 30 years of experience working as an artist/educator and will use her experience to engage the participating students and teachers. Susan collaborate with the teachers to design the creative writing component. The principal and instructional coach will support the teachers and students throughout the process by encouraging whole school participation in the project and exhibition. This project gives students voice, allows them to research, create and integrate the concept of animals and point of view in their English language arts learning.

## Residency Session Detail

**Detail what will happen in the residency sessions to show how the residency will achieve all three Learning Objectives listed above. If the residency is 8 sessions per classroom or less, detail each session. If the residency is more than 8 sessions per classroom, provide the detail by groups of sessions (for example, Sessions 1-3, Sessions 4-6, Sessions 7-9, etc.) For each session (or group of sessions) tell us what the Cultural Partner will teach, what activities the students will do, and what the teacher(s) will do before and after the session(s) to extend the learning.**

*(Character limit is 3,300 including spaces.)*

This school-wide project will be adjusted to be developmentally appropriate for each grade level. This project fits into our school wide academic, literacy and creative goals. Each session will involve the representation of the chosen animal. Each student will have a finished clay animal (either in relief or 3-dimensional form) and a narrative from the point of view of the animal chosen. Students will be encouraged to draw on past experiences and share their ideas with each other throughout the creative process. Session 1: Introduction, Research & Problem Solving: Talking about Animals Susan will introduce the students to the project. They will talk about animals and what it means to choose to work with that animal. Students will use chrome books to find facts and images of their animals. They will also discuss clay and appropriate hand building techniques. They will sketch and plan the construction of the piece. The artmaking process will help inform





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their later writing process and facilitate English language learning through developing a creative narrative. Younger grades will work in groups to carry out the research component. Session 2: Construction & Creation Students will review what they learned in the first session and apply that knowledge as they create their clay animals. They will think about construction and incorporate best practice when making the animals. They will discuss the color and design aspects that they need to think about for the final session. At the end of the session students will look at all of the finished clay pieces through an informal critique. Session 3: Painting & Drafts In this session students will paint their animals. They will think about the details and how color can enhance their pieces. They will discuss how they are creating narratives based upon the point of view of their chosen animal with their classroom teachers. Students will need to include specific facts about their animals in their written work. They will discuss the concept of multiple drafts and be encouraged to embrace that process. The artist and teachers will work collaboratively throughout. The classroom teachers will help students construct their narratives. All the students' works will be on display at the culminating art show. Teachers and the instructional coach will work together with the artist to help all students find success in these two expressive modes. We have learned from our previous STARS residency experiences the importance of engaging the classroom teachers throughout the process to connect visual arts with their curriculum goals. Susan will model how to increase students' abilities to imagine, research and create as they engage in all aspects of the art making and writing processes. Helping students craft and write is essential in Language Arts so using students' clay work as inspiration will allow them to find their voices as they transfer verbal skills to written composition. Research is a central a part of this visual arts and creating writing project. This project will support students who have trouble with language to develop vocabulary which will enhance their writing. In the past, teachers benefited from this onsite training as they witnessed how students' artwork facilitated the writing proc

## Culminating Event

**If there will be a Culminating Event, such as an exhibit or performance, please describe. Indicate if the Cultural Partner will be there or not. Residencies of 5 days or more in the school must include a Culminating Event.**

*(Character limit is 500 including spaces.)*

The students' clay sculptures and narratives will be on display at the End of the Year Arts' Celebration. Susan will be part of this event and work with teachers to set up the exhibition. Students, parents, school committee members, legislators and MCC representatives will be invited to attend. Students will be the docents to guide the visitors. This event will allow people to experience the full scope of the project and showcase the student's creative ability in both sculpture and writing.

## Planning with the Cultural Partner

**Planning Time is a critical step in developing a valuable and high-quality learning experience for your students. Each grant will include a \$200 stipend to**