

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

AGENDA #12

on: Thursday, March 26, 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

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #0-9 - Clerk
(March 10, 2020)

To consider approval of the Minutes of the School Committee Meeting of Thursday, February 27, 2020.

aor #0-10 - Clerk
(March 10, 2020)

To consider approval of the Minutes of the School Committee Meeting of Monday, March 2, 2020.

aor #0-11 - Clerk
(March 10, 2020)

To consider approval of the Minutes of the School Committee Meeting of Wednesday, March 4, 2020.

aor #0-12 - Clerk
(March 10, 2020)

To consider approval of the Minutes of the School Committee Meeting of Wednesday, March 5, 2020.

ACTION

IV. MOTION FOR RECONSIDERATION – NONE

V. IMMEDIATE ACTION

gb #0-47.1 - Administration/Administration
(February 6, 2020)

To recognize Chrysanthe Manuel for having received “The Donna Nagel Excellence in General Music Award” from the Massachusetts Music Educators Association.

gb #0-97 - Administration
(March 10, 2020)

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

VI. REPORT OF THE SUPERINTENDENT

ros #0-4 - Administration
(March 10, 2020)

STUDENT OPPORTUNITY ACT’S PLAN

VII. COMMUNICATIONS AND PETITIONS - NONE

VIII. REPORT OF THE STANDING COMMITTEE - NONE

IX. PERSONNEL -NONE

X. GENERAL BUSINESS

ACTION

gb #0-57.1 -Administration/Ms. Novick/Miss Biancheria/
Mrs. Clancey/Mr. Foley
(March 2, 2020)

Response of the Administration to the request to 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.

gb #0-98 - Miss Biancheria
(March 2, 2020)

Request that the Administration forward a letter of congratulations to Caitlin McCarthy, an English language arts instructor at Worcester Technical High School, for winning the Best Feature Screenplay award at the 2020 George Lindsey UNA Film Festival that was held from March 5th -7th at the University of North Alabama.

gb #0-99 - Administration
(March 4, 2020)

To set a date to recognize Jody Bird, a teacher at University Park Campus School, for earning the College Board's AP Computer Science Female Diversity Award.

gb #0-100 -Administration
(March 4, 2020)

To approve a prior fiscal year payment to Project Lead the Way in the amount of \$750.00 for services rendered previously.

gb #0-101 -Mr. Monfredo
(March 5, 2020)

Request that the Administration work with the City Administration to see if there is a building available for the expansion of a full-day pre-school program.

gb #0-102 -Administration
(March 5, 2020)

To review, for informational purposes the Job Description for Program Evaluation Specialist.

GENERAL BUSINESS (continued)

ACTION

gb #0-103 -Administration
(March 9, 2020)

To set a date to recognize Carol Manning, Health and Physical Education Liaison, for being selected as the 2020 Honor Award recipient by the Massachusetts Association of Health, Physical Education, Recreation and Dance.

gb #0-104 -Ms. McCullough
(March 10, 2020)

Request that the Administration forward letters of congratulations to:

- the Burncoat Dance Team for having won their 6th State Title in All Styles and 2nd place in Hip Hop at the MSSAA Dance Team State Competition and
- coach Kellie Shea for receiving the Coaches Award for all her work in the community

gb #0-105 -Administration
(March 12, 2020)

To accept the Civics Teaching and Learning Grant in the amount of \$36,359.

gb #0-106 -Administration
(March 12, 2020)

To accept the Early College Support Grant in the amount of \$180,000.

gb #0-107 -Administration
(March 12, 2020)

To accept the Project Lead the Way Grant in the amount of \$14,974.

GENERAL BUSINESS (continued)

ACTION

gb #0-108 -Mr. Monfredo
(March 16, 2020)

To set a date to recognize the following members and coach of the Worcester Technical High School's bowling team for capturing their second straight State High School Championship:

Mia Stolakis (State single champion)
Ryan West
Anthony Cormier
Paul West (State single champion)
Ryan Smith
Janyce Pickett
Riley LaPerle
Edward Miner (Coach)

gb #0-109 -Mr. Monfredo
(March 16, 2020)

Request that the School Committee submit to the Clerk any proposed changes to the Rules of the School Committee.

XI. EXECUTIVE SESSION - NONE

gb #0-110 - Administration
(March 18, 2020)

To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the governmental body, to conduct strategy sessions in preparation for negotiations with nonunion personnel, to conduct collective bargaining sessions or contract negotiations with nonunion personnel.

XII. ADJOURNMENT

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

IN SCHOOL COMMITTEE
 Worcester, Massachusetts
 Thursday, February 27, 2020
 Agenda #8

The School Committee of the Worcester Public Schools met in Open Session at 6:15 p.m. in the Esther Howland Chamber at City Hall on Thursday, February 27, 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

It was moved to recess to Executive Session to discuss:

Executive Session 1.

qb #0-81 - Administration
 (January 29, 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.

On a roll call, the vote was as follows:

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

6

Absent: Miss Biancheria

1

Against the motion:

0

7

The motion carried.

The School Committee recessed to Executive Session
from 6:15 p.m. to 6:40 p.m.

Miss Biancheria arrived at 6:20 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,
Ms. McCullough, Mr. Monfredo, Ms. Novick
and Mayor Petty

The invocation was given by Pastor Tom Sparling
of The Journey Community Church.

The Pledge of Allegiance was offered and the
National Anthem was performed by the Worcester
Arts Magnet Chorus.

2. Pursuant to action taken in Executive Session, it was moved to approve a Worker's Compensation Settlement in the amount of \$48,500 for an Instructional Assistant
- Worker's Compensation
Settlement/
Instructional Assistant

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

7

Against the motion:

0
7

The motion carried.

Worker's
Compensation
Settlement/
School Nurse

3. Pursuant to action taken in Executive Session, it was moved to approve a Worker's Compensation Settlement in the amount of \$35,000 for a School Nurse.

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

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

The motion carried.

Worker's
Compensation
Settlement/
School Secretary

4. Pursuant to action taken in Executive Session, it was moved to approve a Worker's Compensation Settlement in the amount of \$25,000 for a School Secretary.

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

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

The motion carried.

APPROVAL OF RECORDS

Minutes/
approval of

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

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

It was moved and voice voted to approve the Minutes of the School Committee Meeting of Thursday, February 6, 2020.

Minutes/
approval of

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

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

It was moved and voice voted to approve the Minutes of the School Committee Meeting of Monday, February 10, 2020.

7. aor #0-8 - Clerk
(February 19, 2020) Minutes/
approval of

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

It was moved and voice voted to approve the Minutes of the School Committee Meeting of Thursday, February 13, 2020.

IMMEDIATE ACTION

8. qb #0-22.1 -Administration/Mr. Monfredo/
Miss Biancheria/Mrs. Clancey/
Mr. Foley/Ms. McCullough/
Mayor Petty
(January 27, 2020) Recognition/Worcester
Arts Magnet School

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.

Mayor Petty and Superintendent Binienda presented a certificate to Mary Ellen Scanlon, Principal of Worcester Arts Magnet School.

9. qb #0-40.1 -Administration/Ms. McCullough/
Miss Biancheria/Mrs. Clancey/
Mr. Foley/Mr. Monfredo/
Ms. Novick/Mayor Petty
(February 6, 2020) Recognition/Burncoat
High School

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

Mayor Petty and Superintendent Binienda presented a certificate to William Foley, Principal of Burncoat High School.

It was moved and voice voted to take the following item out of order:

Recognition/
Forward letters

10. 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 42nd 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 Amezquita
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

Miss Biancheria made the following motion:

Request that the Administration also forward a letter of appreciation to William Wallace, Executive Director of the Worcester Historical Museum.

On a voice vote, the motion was approved.

It was moved and voice voted to forward letters.

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

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

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

REPORT OF THE SUPERINTENDENT

12. ros #0-3 - Administration
(February 19, 2020) Report of the
Superintendent/
Project Lead the Way

PROJECT LEAD THE WAY

A PowerPoint presentation was provided by principals, staff members and students representing Worcester Technical High School, Jacob Hiatt Magnet School and Doherty Memorial High School on Project Lead the Way, a non-profit organization providing a project based approach to biomedical, computer science and engineering.

Kyle Brenner, Principal of Worcester Technical High School, spoke to the school's focus on cybersecurity.

Jyoti Datta, Principal of Jacob Hiatt Magnet School introduced STEM teachers Madeline Carelton and Roger Clapp to speak relative to the elementary school's approach to PLTW.

Sally Maloney, Principal of Doherty Memorial High School focused on the school's Engineering and Technology Academy and introduced Assistant Principal John Staley and teacher Annette Cochran along with Sokol Hoxha, Fatimah Daffaie and Kwaku Nyarko, students who spoke about their involvement in ETA.

Miss Biancheria inquired as to the possibility of expanding PLTW into other quadrants or at least incorporate some of the best practices and hands on projects in the North and South quadrants. Superintendent Binienda stated that the Doherty quadrant is the model and that starting next year, Forest Grove Middle School will be participating.

Ms. Novick questioned what happens to the PLTW money when the grant funding runs out. Superintendent Binienda explained that the membership fee is \$700 per elementary school and \$3,000 every year for high schools. The membership fees are paid by the school district and the teacher training and necessary supplies are paid by the One8 Foundation.

Ms. Novick also asked for an explanation on how the college credits work.

Mr. Staley explained that students in the Engineering program are able to purchase their college credits for a far reduced fee and bank the credits received from grades 9-12.

Ms. Novick made the following motion:

Request that the Administration provide a report on the number of Project Lead the Way students who attend college with the names of the colleges they attend.

On a voice vote, the motion was approved.

Mrs. Clancey asked if there is any data reflecting a change in MCAS scores for 9th grade students who are involved in PLTW. Ms. Maloney said she believed that the preparation the students receive through PLTW would certainly reflect positively on their scores.

Ms. McCullough commented that she was happy to see that the program included assessment and student feedback.

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

COMMUNICATIONS AND PETITIONS

Communication
and Petition/
sex education
curriculum

13. 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.

Dante Comparetto spoke to the need for community input and transparency from the Administration when it comes to a comprehensive sexual health curriculum.

It was moved and voice voted to file the item.

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

Communication and
Petition/
donation of accrued
sick time

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.

Phillip Spellane spoke on behalf of the staff and faculty of Doherty Memorial High School who would like to be allowed to offer their accrued sick time to a fellow employee who is dealing with health issues.

It was moved and voice voted to refer the item to the Standing Committee on Governance and Employee Issues and provide the Action Sheet from that meeting at the March 26, 2020 School Committee meeting.

GENERAL BUSINESS

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

Shades/Burncoat
Middle and High
Schools

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

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

Black History
Month

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

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

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

Mrs. Clancey left at 8:15 p.m.

Public
Hearing/School
Choice

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

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

It was moved and voice voted to set the date of Thursday, April 16, 2020.

Prior Fiscal Year
Payment/
Learnwell

18. 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.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Foley,
Ms. McCullough, Mr. Monfredo,
Ms. Novick, Mayor Petty 6

Absent: Mrs. Clancey 1

Against the motion: 0
7

The motion carried.

Grant/Financial
Literacy Planning

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

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

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Foley,
Ms. McCullough, Mr. Monfredo,
Ms. Novick, Mayor Petty 6

Absent: Mrs. Clancey 1

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

The motion carried.

20. gb #0-67 - Administration Grant/STARS
(February 6, 2020) Residency-Clark Street
Community School

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

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Foley,
Ms. McCullough, Mr. Monfredo,
Ms. Novick, Mayor Petty 6

Absent: Mrs. Clancey 1

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

The motion carried.

21. gb #0-68 - Administration Grant/STARS
(February 6, 2020) Residency-Columbus
Park Preparatory
Academy

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

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Foley,
Ms. McCullough, Mr. Monfredo,
Ms. Novick, Mayor Petty 6

Absent: Mrs. Clancey 1

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

The motion carried.

Read Across
America Day

22. 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 2nd and reach out to the community partners and parents and include them in a "literacy celebration."

It was moved and voice voted to file the item.

Recognition/
Forward letters

23. 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

It was moved and voice voted to forward letters.

Mrs. Clancey returned at 8:20 p.m.

24. gb #0-72 -Administration Donations
 (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

On a roll call, the vote was as follows:

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

Against the motion: 0
 7

The motion carried.

Long Term
Substitutes/
review policy

25. 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.

Mr. Monfredo requested that the Administration update the policy regarding long-term substitute teachers. He said that they need to come to work 45 consecutive days without an absence before they qualify for long-term substitute teacher pay. If they miss a day, the counter goes back to Day 1. Ms. Boulais stated that the policy is negotiated as part of the Unit A collective bargaining agreement with the teachers union.

Mr. Monfredo made the following motion:

Request that the Administration provide a report on the results of the Unit A collective bargaining that will be taking place in the Spring.

On a voice vote, the motion was approved.

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

Roosevelt
School/traffic
congestion

26. 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.

Miss Biancheria spoke to the problems facing small businesses located near Roosevelt School. Mayor Petty stated that he and the City Manager are aware of the issues but that it would be costly. Superintendent Binienda said that the Principal Williamson has come up with a pilot plan in conjunction with parents that may alleviate some of the traffic congestion.

Miss Biancheria made the following motion:

Request that the Administration provide, in a Friday letter, any updates on the Roosevelt School traffic problems once contracts are signed.

On a voice vote, the motion was approved.

It was moved and voice voted to file the item.

27. gb #0-75 -Ms. Novick/Ms. McCullough/
Mr. Monfredo
(February 11, 2020)

Charter
Reimbursement
Funds/amend FY21
state budget language

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.

Ms. Novick stated once a municipality has set a tax rate, they can no longer forward any additional funds to the schools unless they have a particular account number. Without the designation of the separate account, and given the fact that the city had already set the tax rate, the money is sitting in the city's general fund.

Ms. Novick made the following motion:

Request that the administration ask the state legislative delegation for a change in the FY21 budget language in order to deposit charter school reimbursement from the state to a separate account for School Committee expenditure.

On a voice vote, the motion was approved.

Mayor Petty made the following motion:

Request that the Administration provide a report by the March 26th meeting compiled by Mr. Allen and Mr. Zidelis on how this would work and the right language that the Administration wants to propose to the delegation.

On a voice vote, the motion was approved.

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

Joint Committee on Ways and Means/offer testimony 28.

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).

Ms. Novick stated and the School Committee approved that she offer testimony at the Joint Ways and Means Committee hearing on March 6, 2020 to discuss education funding.

It was moved and voice voted to approve the item.

Dropout Rates/ DESE report 29.

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.

Superintendent Binienda proposed that the response to this item be provided in a Report of the Superintendent.

It was moved and voice voted to refer the item to the Administration for a Report of the Superintendent.

Prior Fiscal Year Payments/two employees 30.

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.

On a roll call, the vote was as follows:

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

Against the motion: 0
7

The motion carried.

31. gb #0-79 -Mr. Monfredo/Miss Biancheria/
Mr. Foley/Ms. McCullough/Mayor Petty
(February 12, 2020) Recognition/
Forward letters

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.

Mr. Monfredo made the following motion:

Request that the Administration invite the members of the North High School JROTC to perform the National Anthem at the March 26, 2020 School Committee meeting.

On a voice vote, the motion was approved.

It was moved and voice voted to forward letters.

32. gb #0-80 -Administration
(February 18, 2020) Recognition/
Forward letters

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%

It was moved and voice voted to forward letters.

The meeting adjourned at 8:50 p.m.

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

IN SCHOOL COMMITTEE
Worcester, Massachusetts
Monday, March 2, 2020
Agenda #9

The School Committee Special meeting at Doherty Memorial High School convened at 6:07 p.m.

There were present at the Call to Order:

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

There was absent: Mayor Petty

Vice-Chairman Foley chaired the meeting in the absence of the Mayor.

Mayor Petty arrived at 6:30 p.m.

Others in attendance:

Superintendent Binienda, Dr. Friel, Dr. O'Neil,
B. Allen, J. Allenbach, E. Bokankowitz, J. Boss,
S. Burke, N. Caligiuri, N. Cardamone, T. Carlos,
A. Chacharone, K. Colson, S. Consalvo, J. Cormier,
S. De la Rosa, A. Dennehy, T. Dexter, E. Dobson,
B. Dumphy, S. Ellis, L. Forde, J. Forleo, E. Galante,
L. Gallagher, J. Gravell, L. Hamel, R. Jaber,
S. Kennedy, K. Kenyon, C. Kuriacose, S. Kyriazis,
M. Labuski, M. Legasey, R. Legasey, C. Manning,
T. Martin, P. Matthews, N. Medina, M. Morse,
M. Novick, R. Nugent, P. Pasierb, I. Perez,
M. Poitras, N. Portuondo, M. Power, N. Raheb,
Z. Razzaq, J. Regan, L. Robert, A. Rodriguez,
R. Rodriguez-Fay, C. Rogers, B. Rojas, L. Ross,
M. Sealey, J. Snow, A. Swenson, B. Tambollo,
K. Tambollo, K. Tatum, K. Tupper, D. Vega,
K. Watts, M. White, K. Williamson, K. Wolfe-Bellier,
L. Zalauskas

Interpreters in attendance were O. Anash, P. Nguyen,
A. Seyral and C. Vo

Vice-Chairman Foley discussed the agenda for the meeting and introduced Brian Allen and Superintendent Binienda to do their PowerPoint presentations.

GENERAL BUSINESSStudent Opportunity
Act's Funding

gb #0-62.2 - Administration
(February 26, 2020)

To conduct a forum at Doherty Memorial High School to gather input from the community relative to the 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. Twenty-four parents, thirty-four employees and seventeen 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:

Clara O'Rourke (Facilitator)

This group felt the greatest need was **Bucket 3** (Social-emotional and physical health services) followed by **Buckets 7 and 9** (Expanding early education and pre-kindergarten programming) and (Additional pathways to strengthen college and career readiness). Comments included the need for more guidance counselors, examining lunch and recess times, and more transparency when selecting principals.

Kelsie Colson (Facilitator)

This group felt that **Bucket 1** (Expanded learning time) was most important followed by **Buckets 3 and 4** (Social-emotional and physical health services) and (Hiring school personnel to improve student performance).. Comments included:

- If we are hiring more personnel, the Administration should be focusing on a diverse coalition of teachers within the schools and staff members
- What kind of experimental or hands on things is the system doing with students to make education more lively, engaging and more fun?
- Increase the quality of education by expanding learning time
- The importance of teachers being educated in trauma informed practices and incorporating Social and Emotional Learning in the curriculum and hiring personnel to give students support that they need and expansion of full day kindergarten.

Joanne Gravell (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 included increasing diversity of staff with every position not just teaching staff, creating a career pipeline within the WPS to encourage young people to go into teaching and extending learning time to incorporate music, arts, soft skills, values, social emotional learning and sports.

Paul Matthews (Facilitator)

This group felt strongly that **Bucket 2** (Common planning time for teachers) would be the greatest use of the monies followed by **Buckets 3 and 7** (Social-emotional and physical health services) and (Expanding early education and pre-kindergarten programming). Ideally, hiring school adjustment counselors full time at each school to meet the existing needs of the students and the quality of classroom instruction are what should be the overall result of this investment and diversity can be achieved. "Every topic at this table is a real issue" was a strong comment from this group.

S. De la Rosa (Facilitator)

This group agreed that **Bucket 2** (Common planning time for teachers) would be the greatest use of the monies followed by **Buckets 3 and 6** (Social-emotional and physical health services) and (Curriculum materials/equipment aligned to state standards). This group would like to see more collaboration between teachers and smaller classroom size. They also felt that the curriculum should be expanded to include content relative to the diversity of students in Worcester. Some students don't feel that they can go into teaching, either because they don't believe they can or the barriers are holding them back.

Delia Vega (Facilitator)

This group felt that **Bucket 1** (Expanded learning time) was most important followed by Buckets 3 and 8 (Social-emotional and physical health services) and (Diversifying the educator and administrator workforce). Comments included the need to hire diverse applicants, more guidance counselors and wraparound coordinators. One comment made from this group was the hope for incorporating yoga and mindfulness into the school day.

Ruth Rodriguez-Fay (Facilitator)

This group felt all the buckets were important but felt that **Buckets 2, 4 and 9** (Common planning time for teachers), (Hiring school personnel to improve student performance) and (Additional pathways to strengthen college and career readiness) were most important. Expanded learning time, decreasing class size and more social and emotional learning were comments reported from this group. The group stressed the need for cultural training by highlighting the uniqueness of cultures in education.

Laurie Ross (Facilitator)

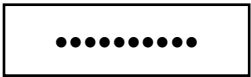
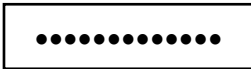
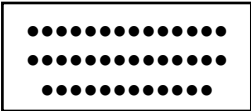
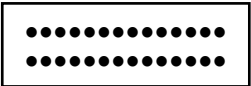
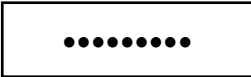
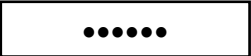

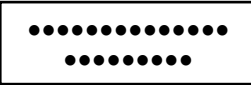

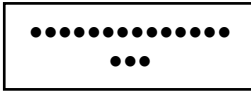
This group felt that **Bucket 3** (Social-emotional and physical health services) was most important followed by **Buckets 7 and 8** (Expanding early education and pre-kindergarten programming) and (Diversifying the educator and administrator workforce) citing the importance of social and emotional learning and trauma informed strategies. Professional development and hiring diverse staff were also mentioned.

Comments included:

- All schools need 100% coverage in Social and Emotional Learning for students and families
- If students of color don't have a positive experience in the schools, we shouldn't expect them to want to become educators
- Increase the quality of education by expanding learning time
- Think about changing the age cut off for kindergarten

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

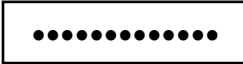
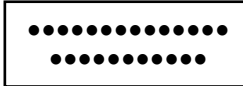
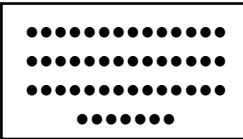
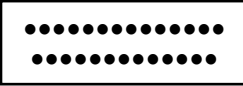

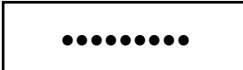
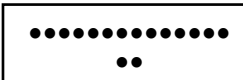
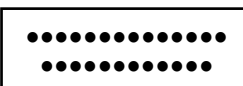
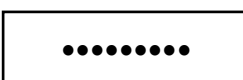

1. Did today's discussion help you better understand the Student Opportunity Act and its requirements? (La discusión de hoy mejoró mi entendimiento de la legislación (Student Opportunities Act) y sus requisitos.)
 No, not at all (no, para nada)
 A little (un poco)
 Somewhat (en cierto modo)
 Yes, a lot (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 Wednesday, March 4, 2020 at 6:00 p.m. in the library at North High School.

The meeting adjourned at 8:25p.m.

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

IN SCHOOL COMMITTEE
 Worcester, Massachusetts
 Wednesday, March 4, 2020
 Agenda #10

The School Committee Special meeting at North High School convened at 6:10 p.m.

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 6:30 p.m.

Others in attendance:

Superintendent Binienda, Dr. Friel, Dr. O'Neil, B. Allen, S. Arnous, M. Blute, A. Brenner, K. Brenner, G. Burnett, K. Cahill, J. Callender, M. Christopher, S. Consalvo, J. Creamer, L. Dalton, Go. Davis, Gw. Davis, S. De la Cruz, A. Dennehy, S. Dennehy, C. Dottin, J. Failste, E. Ford, M. Gabrielian, D. Gay, K. Halloran, R. Harden, L. Houlihan, N. Irizarry, D. Jackson, E. Kneeland, C. Knowles, A. Kosteau, C. Kuriacose, D. Lann, J. Launderville, J. Leduc, M. Mahoney, V. Martinoska, M. McCarthy, D. McGovern, N. Medina, C. Melendez, E. Melendez, D. Micher, T. Muchai-Kahura, F. Murphy, S. Nafai, C. Nunez, J. Ortiz, C. Owasu-Mensah, P. Owasu-Mensah, M. Phenix, E. Remian, J. Roach, V. Roman, N. Sullivan, T. Toney, A. Tuekulah, M. Verdier, J. Whalen, T. Whelan, J. Zaleski

Interpreters in attendance were O. Anash, S. Arnous, B. Cesar, G. Gollosi and A. Seyral

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

GENERAL BUSINESS

Student
 Opportunity Act's
 Funding

gb #0-62.3 - Administration
 (February 26, 2020)

To conduct a forum at North High School to gather input from the community relative to the 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. Twenty-seven parents, thirty-five employees and five 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:

Magdalena Ganas (Facilitator)

This group felt the greatest needs were **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). The group expressed the need for additional wraparound services, the development of programs between the district and colleges and better recruitment of teachers.

Maura Mahoney (Facilitator)

This group felt that **Buckets 1, 3 and 9** (Expanded learning time), (Social-emotional and physical health services) and (Additional pathways to strengthen college and career readiness) were the areas with the greatest need. Comments from this group included the need for longer school days and enrichment components.

Eric Kneeland (Facilitator)

This group felt strongly that **Buckets 3 and 8** (Social-emotional and physical health services) and (Diversifying the educator and administrator workforce) would be the greatest use of the monies. Comments included new teacher retention and the need for more School Adjustment Counselors. A comment was made stating that is not necessary to train every student for college.

Jennifer Davis-Carey (Facilitator)

This group agreed that **Buckets 3 and 4** (Social-emotional and physical health services) and (Hiring school personnel to improve school performance) were the two areas of greatest need. The need for social and emotional learning and expansion of kindergarten were comments made by this group.

Thomas Toney (Facilitator)

Buckets 3 and 8 (Social-emotional and physical health services) and (Diversifying the educator and administrator workforce) topped the list for this group. Comments included the need to hire more wraparound coordinators, diverse applicants with a focus on social and emotional learning.

Jamaine Ortiz (Facilitator)

This group felt that **Buckets 3 and 9** (Social-emotional and physical health services) and (Additional pathways to strengthen college and career readiness) should be combined together and were most important. Comments ranged from teaching financial literacy to minority students to hiring more psychologists in the schools to help with children who have trauma issues.

Nelly Medina (Facilitator)

This group felt the greatest needs were **Buckets 3, 4 and 9** (Social-emotional and physical health services), (Hiring school personnel to improve student performance) and (Additional pathways to strengthen college and career readiness). The group expressed the need for smaller classes for primary grades and the teacher to Instructional Assistant ratio should be 1:1. College readiness training should include instruction on credit and loans and how that will impact their credit and future prospects. This group thought students should learn more about college

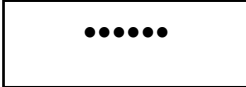
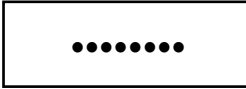
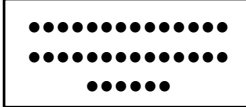
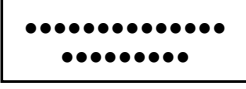

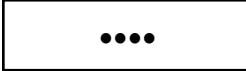
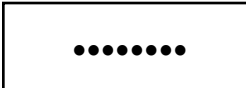
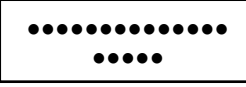
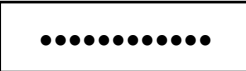

readiness and civics and that every school should have qualified certified substitute teachers.

Clara O'Rourke (Facilitator)

Buckets 3, 4 and 8 (Social-emotional and physical health services), (Hiring school personnel to improve school performance) and (Diversifying the educator and administrator workforce) were priorities for this group. Comments included hiring personnel that are diverse and representative of the students, cultural sensitivity and awareness. A comment was made regarding ELL students who are not academically able to play sports "They need that socialization and expression to flourish beyond academics." Connecting students with disabilities with their peers, restriction of cell phone use and providing safe spaces were also ideas provided by 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 requisitos.)
 - 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)		0

This concludes the series of public forums held to elicit public comment on the disbursement of funds from the Student Opportunity’s Act.

The meeting adjourned at 8:20 p.m.

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

IN SCHOOL COMMITTEE
Worcester, Massachusetts
Thursday, March 5, 2020
Agenda #11

The School Committee of the Worcester Public Schools met in Open Session at 7:08 p.m. in the Esther Howland Chamber at City Hall on Thursday, March 5, 2020.

There were present at the Call to Order:

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

There was absent: Miss Biancheria and Mayor Petty

It was moved to recess to Executive Session to discuss:

- 1. gb #0-96 - Administration Executive Session
(February 26, 2020)

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.

On a roll call, the vote was as follows:

For the motion: Mrs. Clancey, Mr. Foley, Miss McCullough, Mr. Monfredo, Ms. Novick	5
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Against the motion:	0
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Absent: Miss Biancheria and Mayor Petty	<u>2</u> 7
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The motion carried.

Miss Biancheria arrived at 6:45 p.m.

Mayor Petty arrived at 7:00 p.m.

The School Committee recessed to Executive Session from 6:36 p.m. to 7:05 p.m.

The School Committee reconvened in Open Session at 7:08 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 Richard Trainor of Blessed Sacrament Church .

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

Memorandum of Agreement/
Plumbers and Steamfitters

- 2. 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 125 - Plumbers and Steamfitters, 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
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Against the motion:	<u>0</u> 7
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The motion carried.

IMMEDIATE ACTION

Recognition/
Colleen Ferguson

- 3. gb #9-403.1 - Administration/Mr. Monfredo/
Miss Biancheria/Miss McCullough/
Mayor Petty
(February 24, 2020)

To recognize Colleen Ferguson, a physical education teacher at McGrath Elementary School, for being recognized by the American Heart Association as a 2020 Heart of Gold honoree at the Heart and Stroke Ball.

Mayor Petty and Superintendent Binienda presented a certificate to Colleen Ferguson.

4. gb #0-82 - Administration
(February 26, 2020) Student
Representatives

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:

5. COMMUNICATIONS AND PETITIONS

- c&p #0-10 - Clerk
(February 26, 2020)

Communication and
Petition/Student
Opportunity Act's
Funding

To consider a communication from a citizen, on behalf of the Worcester Education Justice Alliance, relative to the report from the community led discussion on the WPS budget that was held on February 19th at Worcester State University.

Ms. Medina discussed the meeting of the Worcester Education Justice Alliance that was held on February 19, 2020 at Worcester State University regarding the Student Opportunity Act's funding. She stated that the three most important buckets the attendees selected were to:

1. increase the racial and linguistic diversity of faculty and staff.
2. improve social and emotional learning and supports for students.
3. provide a comprehensive Sex Education Curriculum.

Ms. Medina also stated that the system needed to:

- hire more staff of color
- reduce class size
- implement initiatives that have a proven track record of increasing racial and linguistic diversity of faculty and staff
- address the needs of students who require social and emotional learning support and
- provide a Comprehensive Sex Education Curriculum that is evidenced based with input from the community.

Mayor Petty made the following motion:

Request that the item be referred to the Superintendent with a request to incorporate salient points from the People's Budget into the final Student Opportunity Act's report to be discussed at the March 26th meeting.

On a voice vote, the motion was approved.

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

Communication
and Petition/
Units A and B/
negotiations for

c&p #0-11 - Clerk
(February 28, 2020)

To consider a communication from the EAW relative to a request to enter into negotiations over a successor collective bargaining agreement for the following contract:

Units A and B

It was moved and voice voted to approve the item.

Communication
and Petition/
Instructional
Assistants/
Parent Liaisons/
ESL Tutors/
negotiations for

c&p #0-12 - Clerk
(February 28, 2020)

To consider a communication from the EAW relative to a request to enter into negotiations over successor collective bargaining agreements for the following contracts:

Instructional Assistants
Parent Liaisons
ESL Tutors

It was moved and voice voted to approve the item.

GENERAL BUSINESS

6. gb #0-12.1 - Administration/Ms. McCullough/
Miss Biancheria/ Mrs. Clancey/
Mr. Foley/Mr. Monfredo/Ms. Novick
(February 26, 2020) Master of
Trades/data collected

Response of the Administration to the request to provide one year of data on the number of students in the WPS who have mastered a particular trade and succeeded in securing a position in it and review this data in an effort to provide additional opportunities for students interested in pursuing trades.

Ms. McCullough stated that she would like to see the Administration collect data to determine how many graduates are still involved in the trade that was mastered during their years at Worcester Technical High School.

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

7. gb #0-56.1 - Administration/Ms. Novick/
Mrs. Clancey/Mr. Foley/
Mr. Monfredo
(February 24, 2020) Public Records Law
Statement/add to all
emails

Response of the Administration to the 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 approve the item.

8. gb #0-83 - Mr. Monfredo/Miss Biancheria/
Mrs. Clancey/Mr. Foley/
Ms. McCullough/Ms. Novick/Mayor Petty
(February 26, 2020) Recognition/
forward letters

Request that the Administration forward letters of congratulations to:

- Doherty Memorial High School Girls' Basketball team for winning the Inter-high basketball championship

- South High Community School Boys' Basketball team for winning the Inter-high basketball championship and
- Worcester Technical High School Boys' Basketball team for winning the State Vocational Tournament for the second straight year and for being co-champions in the Colonial Athletic League

It was moved and voice voted to forward letters.

Recognition/
forward letters

9. gb #0-84 - Mr. Monfredo/Miss Biancheria/
Mrs. Clancey/Mr. Foley/
Ms. McCullough/Ms. Novick/Mayor Petty
(February 26, 2020)

Request that the Administration forward letters of congratulations to the following members of the "South High WGBH Quiz Team" for performing well in the preliminary round of the WGBH's High School contest:

Seniors: Jacob Boatright and Jessica Clivio
Juniors: Sam Posner and Julio Morales-Mena
Sophomore: Tiffany Rose
Coaches: Kayla Avellino and Kitren Farrell

It was moved and voice voted to forward letters.

Athletic Fields/
accommodations
made during
construction

10. gb #0-85 - Ms. Novick/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Mr. Monfredo
(February 26, 2020)

Request that the Administration provide a report in a Friday Letter on how home teams needing field access for practices were accommodated during the building of North High School and the current construction at South High Community School.

Ms. Novick requested that the Administration provide a report, in a Friday Letter, on how the system handles field access during construction of a school and also provide the response to the community.

It was moved and voice voted to refer the item to the Administration for a report, in a Friday Letter, by March 13, 2020.

11. gb #0-86 - Ms. Novick/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Mr. Monfredo
(February 26, 2020) Doherty Memorial
High Building
Project/
summary of changes

Request that the Administration provide a summary of the changes to the Doherty building project for the March 19 meeting.

Ms. Novick made the following motion:

Request that the Administration provide the substantive changes made for the Doherty Memorial High School building project prior to the Building Committee's meeting on March 23, 2020.

On a voice vote, the motion was approved.

It was moved and voice voted to refer the item to the Administration for a report, in a Friday Letter, prior to March 23, 2020.

12. gb #0-87 - Mrs. Clancey/Mr. Foley/Ms. McCullough/
Mr. Monfredo/Ms. Novick
(February 26, 2020) Drug Education
Program/suspended
students

Request that the Administration provide a report regarding the feasibility of offering a Drug Education Program to students in lieu of suspension.

Mrs. Clancey requested that the Administration develop and formalize a process to utilize the Drug Education Program to suspended students in lieu of suspensions and to collect the data to track the success of the program.

It was moved and voice voted to refer the item to the Standing Committee on School and Student Performance.

13. gb #0-88 - Miss Biancheria/Ms. McCullough/
Mr. Monfredo
(February 26, 2020) Vaping and Opioid
Presentation/
schedule for nurses

Request that the Administration schedule a presentation by Mr. Pezzella at a regularly scheduled monthly meeting of the nurses on the issues of vaping and opioids.

Ms. Novick made the following motion:

Request that the item be filed.

It was moved to file the item.

On a roll call, the vote was as follows:

For the motion: Mrs. Clancey, Mr. Foley, Ms. Novick	3
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Against the motion: Miss Biancheria, Miss McCullough, Mr. Monfredo, Mayor Petty	<u>4</u> 7
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The motion carried.

Mayor Petty made the following amendment to the item:

Request that the Administration **consider** scheduling a presentation by Mr. Pezzella at a regularly scheduled monthly meeting of the nurses on the issues of vaping and opioids.

It was moved to approve the item as amended was approved and referred to the Administration.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mrs. Clancey, Miss McCullough, Mr. Monfredo, Mayor Petty	5
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Against the motion: Mr. Foley, Ms. Novick	<u>2</u> 7
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The motion carried.

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

14. gb #0-89 - Miss Biancheria/Mr. Foley/
Ms. McCullough/Mr. Monfredo
(February 26, 2020) Coronavirus

Request that the Administration forward to the School Committee all the information it receives relative to the coronavirus.

Miss Biancheria requested that the Administration keep the School Committee apprised of all the information it receives on the coronavirus and indicate how the system is dealing with students not feeling well and student planned field trips.

Mayor Petty requested that the Administration provide a report, at the School Committee Meeting to be held on Thursday, March 26, 2020, on the course of action the system is taking to relative to out of state field trips for students.

Ms. Novick questioned why the schools are limiting bathroom access to students and stated that this practice needs to stop. Superintendent Binienda stated that the bathrooms are only locked 5 minutes before the bell ring for the students to get to class and unlocked 5 minutes after the students are in their respective classrooms. If it is an emergency, students can go to the nurse's office to get access to a bathroom. Ms. Novick further stated that if bathrooms are locked during the day, she was sure it would be a health code violation.

It was moved and voice voted to refer the item to the Administration for a report at the School Committee Meeting on Thursday, March 26, 2020.

15. gb #0-90 - Miss Biancheria/Mrs. Clancey/
Ms. McCullough/Mr. Monfredo
(February 26, 2020) Summer School
Programs/update on

Request that the Administration provide an update on the funded programs for the Summer of 2020 to include the College Community Connection.

Miss Biancheria stated the need to continue the College Community Connection.

Mr. Monfredo suggested that the Administration seek funding for a 5 week summer program to help reduce the achievement gap.

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

Statement of Interest/Burncoat High School

16. gb #0-91 - Administration
(February 26, 2020)

To authorize the Administration to resubmit a Statement of Interest to the Massachusetts School Building Authority for Burncoat High School (district priority project) for major renovation or replacement for 2020.

It was moved to approve the item and to be submitted to the Worcester City Council for approval.

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.

MASC Policy Handbook/delete policies

17. gb #0-92 - Administration
(February 22, 2020)

To consider the deletion of the following policies as proposed by the Massachusetts Association of School Committees:

IHA – Basic Instructional Program

JLA – Student Insurance Program

JLD – Guidance Program

JP – Student Gifts and Solicitations

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.

18. gb #0-93 - Administration (February 24, 2020) MASC Policies/
consider approval of

To consider approval of the following updated MASC policies proposed to be included in the MASC Policy Manual:

BEDH	Public Comment at School Committee Meetings
IC/ICA	School Year/School Calendar
IE	Organization of Instruction
IGA	Curriculum Development
IGB	Support Services Programs
IHAM	Health Education
IHB	Special Instructional Programs and Accommodations
JC	Attendance Areas
JCA	Assignment of Students to School
JH	Student Absences and Excuses
JLCB	Immunization of Students

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

19. gb #0-94 - Administration (February 26, 2020) Courses/approval of

To consider approval of the following courses:

- Historia de Latin America
- Introduction to Computer Science & Digital Literacy
- Innovation Pathways Capstone
- Introduction to Horticulture
- Website Development

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.

Central
Massachusetts
Collaborative/
approval of
agreement

20. gb #0-95 - Administration
(February 26, 2020)

To consider approval of the Agreement of the Central
Massachusetts Collaborative to include the proposed
amendments as contained in Annex A of the backup,
effective July 1, 2020.

It was moved to approve the agreement of the
Central Massachusetts Collaborative as amended.

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.

The meeting adjourned at 7:50 p.m.

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

VI. REPORT OF THE SUPERINTENDENT
Administration
(March 26, 2020)

ITEM - ros #0-4
S.C. MEETING - 3-26-20

ITEM:

STUDENT OPPORTUNITY ACT'S PLAN

PRIOR ACTION:

1-16-20 - gb #0-11 - Miss Biancheria/Mrs. Clancey/Mr. Foley/Ms. McCullough/
Mr. Monfredo (January 3, 2020)

Request that the Administration provide an update on the district's evidence based three year plans that address persistent disparities in achievement among student subgroups to include the four areas outlined in the new law which must be submitted to DESE by April 1, 2020.

Superintendent Binienda shared a PowerPoint which was presented at the Urban Superintendent's meeting on January 10, 2020 relative to the timelines for the Student Opportunity Act. The approval for the plan will be placed on the School Committee agenda for approval on March 19, 2020.

BACKUP:

Backup will be provided prior to the meeting.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file gb #0-11 and ros #0-4.

Worcester Public Schools Student Opportunity Act Plan DRAFT

Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

As an urban Gateway district, Worcester Public Schools (WPS) is the second largest and one of the most diverse school districts in the Commonwealth. The WPS has approximately 25,000 students. Our current student population is 43% Hispanic/Latino, 29% White, 17% African American, 6% Asian, and 4% multi-race/non-Hispanic. Our Hispanic/Latino and African American student subgroups have been steadily increasing over the last five years. Additionally, 80% of our students are identified as “high needs” with 32% identified as English Learners (EL), 21% as Students with Disabilities (SWD), and 60% as Economically Disadvantaged. While our student body is quite diverse, our current WPS staff is over 80% White.

District data over the last five years shows that there have been areas of improvement but gaps are persistent. Specifically, gaps between our ELs and SWDs and their counterparts continue to exist. Recent MCAS performance across grades 3-8 indicates that less than 10% of ELs and SWDs, and only 25% of Hispanic/Latino students meet or exceed expectations. These groups consistently perform below district-wide averages. Similar trends and gaps exist in high school MCAS performance. Overall, WPS MCAS performance shows minimal gains over the past several years.

Additionally, performance and participation of ELs, SWDs, and Hispanic/Latino students appears across multiple indicators beyond standardized testing. These gaps are evident as early as pre-school. Overall classroom performance, participation and achievement in Advanced Placement and other advanced coursework, college enrollment and persistence and other indicators all show significant gaps for ELs, SWDs and Hispanic/Latino students.

In order to ensure all students achieve at high levels and are successfully prepared for life, the student subgroups in WPS that require focused support are ELs, SWDs and Hispanic/Latino students.

Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

The following evidence-based programs will be adopted, deepened or continued in order to close the achievement and opportunity gaps in WPS:

- Increase early learning opportunities for students by enhancing literacy practices in early grades and expanding full-day Pre-K programming
- Increase college and career attainment for students by expanding Early College and Innovation Pathways programs
- Improve the learning experiences of students by deepening attention to issues of diversity, inclusion and equity through diversifying the workforce and deepening staff understanding of culturally responsive practices
- Increase students' pro-social behavior and decision-making skills by increasing personnel and expanding and strengthening SEL instruction

Evidence-based Program #1: Increase early literacy opportunities for students by expanding full-day Pre-K programming and enhance literacy practices in the early grades

Students Impacted: The Worcester Public Schools plans to significantly expand early literacy programming, interventions and supports over the next three years. A variety of classroom and support positions to expand pre-kindergarten programming will be added. In Year 1, 520 students will be impacted (SY 21), in Year 2, 710 students will be impacted (SY 22) and in Year 3, 785 students will be impacted (SY 23) directly by the proposed early literacy expansion. Overall, approximately 7,000 WPS students in grades PreK-3 will benefit from the enhanced literacy practices in the early grades in each year of implementation.

Description of why and proposed plan: Expanding Early Childhood programming will benefit learners and support educators to create a district-wide, coherent and comprehensive early literacy plan and to ensure that all students are reading on or above grade level by grade 3. The WPS aims to expand research-based early literacy programming in order to meet multiple needs: increase access to early childhood education; provide specific and tiered intervention to support early learners and provide a continuum of choices for early education models. By providing a variety of options, we aim to provide high quality learning experiences for all learners and increase student achievement by addressing early gaps that exist.

Enhancing Literacy Practices

The WPS will expand upon current efforts to build the literacy knowledge and instructional capacity of all PreK-3 teachers.

Professional learning in Year 1, 2 and 3 will increase Early Educators' literacy knowledge relative to:

- reading, writing and language development
- acceleration of ELs' English acquisition through developing vocabulary, building oral language and shared literacy practices
- bilingualism and biliteracy development and the ways in which literacy learning transfers across languages
- culturally relevant pedagogy
- efficient systems for assessment and documentation of students' progress
- integrated phonics and word study
- effective intervention design for tiered instruction to meet the needs of a variety of learners including SWD

Professional learning in Year 1, 2 and 3 will increase Early Educators' instructional capacity through:

- research-based early childhood teaching practices and materials that are aligned to Massachusetts Learning Standards and that epitomise best practices
- robust progress monitoring and early childhood assessments will provide information and data to identify students' strengths to ensure that students' additional needs and gaps are identified and mitigated
- strategies to facilitate:
 - small group instruction,
 - individualized instruction focused on language processing,
 - phonological awareness
 - phonemic awareness
 - visual processing
 - use of background knowledge to construct meaning in order to meet early reader's specific needs
 - provide specialized practices to improve outcomes for SWD
 - use of data and progress monitoring tools

Other resources for implementation:

- K-3 literacy intervention materials (needed Years 1-3)

Expanding PreK Programming

Our strategy of expanding PreK opportunities is to support early learning and literacy development, particularly for our SWD and ELs. This increased programming will provide early cognitive advantages and a solid foundation for academic achievement.

In Year 1 (SY21), WPS will open one new preschool classroom at Chandler Magnet School to provide increased intervention support services. An additional preschool classroom to expand the district's commitment to dual language programming will also open at Chandler Magnet School. Due to the large number of EL students attending Woodland Academy, an additional English as a Second Language (ESL) teacher will be added. In addition to these targeted additions, the district will add multiple support positions district-wide to continue to address our commitment to early literacy. These positions include the following.

In Year 1 (SY21):

- 10 Literacy Tutors
- 21 Instructional Assistants and
- two Bilingual Literacy Specialists.

In Year 2 (SY22):

- two additional integrated Pre-K classrooms
- one elementary Dual Language classroom
- two additional Bilingual Literacy Specialists

In Year 3 (SY23):

- four additional Early Childhood classrooms

Other resources for implementation:

- PreK literacy materials (needed Year 1, 2, 3)

These programmatic and staffing additions will all contribute to a comprehensive, responsive system-wide teaching model that embeds inquiry, authentic learning, and discovery through a multi-pronged approach that centers on providing high quality, evidenced-based early childhood programming.

Evidence-based Program #2: Increase college and career attainment for students by expanding Early College and Innovation Pathways programs

Students Impacted: The Worcester Public Schools plans to significantly expand Early College and Innovation Pathway programming over the next three years. A variety of direct instructional and support positions to expand programming will be added over the next three years. It is projected that In Year 1, 1,208 students will be impacted (SY 21), in Year 2, 2,318 students will be impacted (SY 22) and in Year 3, 3,363 students will be impacted (SY 23) directly by participation in either Early College or Innovation Pathways. Overall, approximately 7,200 WPS students in grades 9-12 will benefit from the expansion of college and career programming.

Description of why and proposed plan: The Worcester Public Schools (WPS) envisions expanding college and career programming at all high schools through expanding two of our programs: Early College and Innovation Pathways. This expansion is proposed to exponentially increase college and career attainment for underserved WPS students, specifically our SWD, ELs and Hispanic/Latino populations.

In order to implement our college and career programming as described below the following funding is needed.

Early College Program

- **Year 1:**
 - Addition of Director of Early College Program position
 - Addition of 13 Guidance Counselors
- **Year 2:**
 - Addition of 6 Guidance Counselors
 - Funding for transportation of students to and from college campuses from their home high schools
- **Year 3:**
 - Addition of 6 Guidance Counselors
 - Funding for transportation of students to and from college campuses from their home high schools

Innovation Pathways Program

- **Year 1**
 - Funding of Director of Innovation Pathways position
 - Inclusion of Pathway Instructor Stipends
 - Innovation Pathways Consumable Materials
- **Year 2**
 - Addition of College and Career Educator position (Internship/Capstone Projects)
 - Inclusion of Pathways Instructor Stipends
 - Innovation Pathways Consumable Materials
 - Funding for transportation of students to and from Worcester Technical High School from home high schools

- **Year 3**
 - Inclusion of Pathways Instructor Stipends
 - Addition of Guidance Counselor position to support Innovation Pathways students
 - Innovation Pathways Consumable Materials
 - Funding for transportation of students to and from Worcester Technical High School from home high schools

Early College Worcester (ECW)

WPS high school students participate in career academic planning courses. Over 650 WPS students have successfully completed dual enrollment courses and/or participated in a variety of post-secondary activities through ECW. These experiences have broadened students' understanding of what is expected in college and supported many students in becoming college bound. Through additional SOA funding, we will expand programming in multiple areas which will help continue to scale up and expand the capacity of our program.

Our proposed expansion will encompass the five guiding principles of the Early College initiative which include Equitable Access, Guided Academic Pathways, Enhanced Student Support, Connection to Career and Effective Partnerships.

Guiding Principle 1: Equitable Access

The ECW program will continue to use multiple recruitment approaches and outreach strategies to identify, encourage and recruit underserved students. Additional dedicated staff will allow for enhanced opportunities including:

- parent workshops and open houses
- curriculum alignment to help students receive needed skill development
- high school counseling meetings
- mentoring to encourage persistence
- college awareness programming and campus tours
- Improved online platform

Guiding Principle 2: Guided Academic Pathways

Though students currently participate in courses connected to academic pathways, they have exhibited challenges in selecting a desired pathway. In order to further support WPS students in exploring and identifying career pathways, SOA funding will provide opportunities for:

- specific career pathway exploration activities
- career counseling and advising
- targeted classes to provide guidance and support
- initial guidance to current ninth and tenth grade students in the district to provide early exposure and generate interest in enrolling into the ECW program

Guiding Principle 3: Enhanced Student Support

Through this funding opportunity, we will enhance student supports designed to increase student enrollment capacity and student success rate in the program by providing the following:

- Wrap-around supports and academic opportunities will be increased and broadened through a new seven-part workshop series offered at the district's seven high schools and on the WSU and QCC campuses
- Family engagement will be strengthened through a caregiver track at orientation where parents and families can request and receive support on how to guide students after high school completion
- Increasing our current cadre of peer mentors from four to ten
- WSU and QCC faculty will identify and build more courses taught in multiple languages with high cultural relevance

Guiding Principle 4: Connection to Career

This funding will allow us the opportunity to develop and operationalize an elementary education pathway. This will include coursework, faculty career counseling as well as exposure to MTEL preparation workshops and MTEL vouchers to practice taking the exam.

Guiding Principle 5: Effective Partnerships

WSU and QCC faculty as well as WPS staff will collaborate to identify the content, concepts and skills needed to ensure that students succeed in college, especially in some of the most challenging courses for students including English, mathematics and biology. Workshops held by college and high school faculty will address academic preparation and the levels of mastery needed for required college courses. In addition, high school/college faculty will discuss curriculum similarities, differences, changes, and updates.

Our proposed plan reflects our work to identify students' most pressing needs and outlines service expansion that will meet them most effectively. Expanding upon the Early College Worcester program sends a clear message of our investment in our students and their future. The comprehensive nature of our expansion, building thoughtfully upon what already exists, will lead to the college and post-secondary success of all students, particularly SWD, ELs and Hispanic/Latino populations.

Innovation Pathways Programming (IPP)

WPS will also expand the IPP program to increase access to career-focused programs for all students across the district, and in particular, SWD, ELs and Latino/Hispanic students. Our proposed expansion incorporates the same five guiding principles as the Early College program.

Guiding Principle 1: Equitable Access

Students will begin to learn about the IPP in middle school and the majority of students will apply in the spring of 9th grade for participation to begin in 10th grade. Applications will also be accepted for students to begin the pathway in 11th grade for those that may have missed the opportunity earlier or have evolved in their interest. Targeted recruitment efforts will encourage participation of SWD, ELs and Latino/Hispanic students.

Principle 2: Guided Academic Pathways

Our proposed expansion to include a Business and Finance sequence will provide both a broad introduction to the field of business and marketing while also preparing students to work toward industry-recognized credentials. In technical courses in the Business and Finance sequence, students receive a broad introduction to business, career interests and business applications in numerous career sectors. Students then focus on the marketing function across industries. This balance allows students to have a broad view of the industry while also gaining marketable skills within business and finance that prepare them to enter high-skill/high-demand careers across many sectors.

Guiding Principle 3: Enhanced Student Support

WPS recognizes there are a number of potential barriers to success for all students and these challenges are often greater for students from traditionally underrepresented groups. WPS is committed to providing ongoing academic and non-academic support to meet the following challenges:

- academic/homework
- scheduling the college level courses
- transportation
- external commitments
- language or SPED support
- attending after School

WPS will continue to ensure that all students have access to IPP and are provided support and accommodations as defined in their IEP or 504 plans.

The plan for support includes the following elements:

- The IEP Process will include discussion on the Innovation Pathways program.
- All technical course instructors are or will become SEI certified to address the needs of EL students
- Career and Academic Planning course is provided to Innovation Pathway students

Guiding Principle 4: Connection to Career

All high school students will receive college counseling and participate in college and career readiness courses. All counselors are educated in advising without bias. Students also are exposed to connection to career activities including:

- Learning Style Inventory
- Career Interest Profiler
- Career Cluster Finder
- Careers, Cluster and Pathways Exploration

Specific counseling and guidance will be done directly with trained guidance professionals in coordination with EL and SPED staff who best understand the expectations for these identified students.

Guiding Principle 5: Effective Partnerships

Fundamentally, an Innovation Pathway program can only be effective and sustainable if supported by a fully integrated partnership between the high schools, district, and Technical high school. The WPS IPP program is an extended day model, therefore additional faculty and administrative expenses are incurred beyond the WPS operating budget. Additional funding is required to cover the cost of transportation, industry-recognized certifications and support of students in internships.

These programmatic and staffing additions will increase college and career attainment for all students, particularly SWD, ELs and Hispanic/Latino populations. Exposure to college and career opportunities coupled with evidence-based support strategies will serve to promote post-secondary success for all students.

Evidence-based Program #3: Improve the learning experiences of students by deepening attention to issues of diversity, inclusion and equity through diversifying the workforce and deepening staff's understanding of culturally responsive practices.

Students Impacted: .

As issues of diversity and cultural proficiency affect us all, the entire WPS student population (25,044) will be impacted by these initiatives. Students from diverse backgrounds or those otherwise underrepresented will especially benefit from these efforts. Approximately 70% of the current WPS student population is not white. Research is abundantly clear that students from underrepresented backgrounds benefit significantly from having one or more teachers who look like them during their K-12 academic career. All staff being more culturally responsive and ensuring that issues of race and identity are considered in all aspects of WPS decision-making will also positively impact all students.

Description of why and proposed plan: The Worcester Public Schools (WPS) is committed to meeting the needs of all students by diversifying our workforce and leadership while deepening attention and support for culturally responsive practices. WPS will diversify our teaching ranks and leadership team through "grow your own" pipeline programs aimed at identifying and recruiting current WPS employees from diverse backgrounds. WPS will also leverage a Chief Diversity Officer position to raise issues of equity and diversity across all levels of the district. All WPS teaching staff and leadership will receive ongoing training and support in culturally responsive pedagogy. As the WPS student body continues to become more diverse, it is imperative that our staff is reflective of our student body, all staff are culturally competent and that issues of equity are at the forefront of all decision making.

Diversifying the Workforce

WPS began an initiative in 2019 to provide the necessary coursework and other certifications for current WPS paraprofessionals to obtain MA DESE teaching licensure. WPS intends to expand and enhance this program in subsequent years through SOA funding. Specifically, we will engage in the following over the next three years:

- recruit and support a cohort of 20 diverse paraprofessionals who lack Bachelor's degrees each of the next three years and provide them the necessary support to obtain degrees and licensure
- recruit and support a cohort of 12 diverse paraprofessionals who possess Bachelor's degrees but lack teaching credentials and provide them the necessary support to obtain licensure
- recruit and support 20 diverse teachers who show interest and potential in administrative roles and provide them the necessary support to obtain administrative licensure

Chief Diversity Officer

The Chief Diversity Officer (CDO) is a member of the district's leadership team. The CDO leads all district efforts to increase diversity, inclusion and equity across all aspects of the WPS. This person will:

- represent the district at recruiting events with managers and department heads
- serve as a clearing house to link qualified candidates with hiring managers
- assess the district's needs and the competitive market place for the purpose of preparing and implementing a staffing plan
- serve as the district's administrator for compliance with state and federal laws pertaining to equity, discrimination and harassment including but not limited to Title IX, and mandates from the Department of Justice
- manages the district's initiatives for Equitable Teacher Access including programs to diversify the teacher applicant pool (i.e., Worcester Future Teachers and the IA to Teacher Pipeline, etc.)
- plan and coordinate orientation and onboarding programs for new employees

The creation of and support of the CDO position will elevate the district's efforts to increase diversity, inclusion and equity across all aspects of the WPS. These efforts will directly benefit all students, particularly underrepresented populations such as SWD, ELs and Latino/Hispanic students.

Culturally Relevant Pedagogy (CRP)

All WPS teaching staff and leadership will receive ongoing training and support in CRP. CRP is a framework that systematically addresses persistent gaps in educational experiences of students from historically marginalized communities. There are three main components: high levels of academic achievement, cultural competence and critical consciousness. Staff will deepen attention and support for CRP through a variety of topics, including but not limited to:

- Exploring their assumptions, understanding and support for culturally responsive and learner centered practices
- Uncovering curriculum, instruction and assessment indicators and look-fors related to learner-centered and culturally responsive practices that promote rigor and student engagement
- Considering ways of growing attention to culturally responsive practices across WPS

Evidence-based Program #4: Increasing students' pro-social behavior and decision-making skills by increasing personnel and expanding and strengthening SEL instruction

Students Impacted: The Worcester Public Schools plans to increase personnel and expand and strengthen SEL instruction over the next three years. Additional professional development offerings and direct instructional and support positions will be added over the next three years. Overall, approximately 25,044 students, specifically our SWD, ELs, and Latino population will benefit from enhanced SEL instruction.

Description of why and proposed plan: Expanding and enhancing SEL programming will benefit learners and support educators to create a district-wide, coherent and comprehensive SEL framework to ensure that all students' possess social-emotional competencies. The WPS aims to expand research-based social-emotional programming in order to meet multiple needs: ensure all students can manage emotions, set goals, establish positive relationships and make responsible decisions. While all students deserve and require support in these areas, students from historically marginalized groups are often most in need of these supports.

The WPS will expand upon current efforts to build the SEL knowledge and instructional capacity of all educators throughout the system. WPS intends to shift our model of delivery from one that is primarily reactive to dysregulated individual students to one that is based on a universal, tier 1 approach of providing all students with SEL skills and strategies. In addition to better supporting all students' needs, this approach will allow clinical staff to better target support to those students most in need.

Professional learning in Year 1, 2 and 3 will increase educators' SEL knowledge relative to:

- Understanding and implementing trauma-informed practice to increase student resilience
- Tier 1 SEL practices across all classrooms and schools
- Research-based practices for creating and maintaining positive relationships with students and problem-solving
- Mental health and clinical support
- ABA based supports
- social skills
- anger management
- executive functioning
- dialectical behavior therapy including:
 - validation strategies
 - mindfulness
 - distress
 - tolerance
 - emotion
 - regulation
 - interpersonal effectiveness

Additional personnel in Year 1, 2 and 3 will improve WPS capacity to implement SEL for all students:

Year 1:

- 3 school psychologists
- 6 school adjustment counselors
- 4 behavioral health specialists
- 1 health/safety teacher
- 1 safety center teacher
- 2 special ed. Behavioral specialists
- 1 BCBA, stabilization team
- 1 nurse, stabilization team

Year 2:

- 3 school psychologists
- 3 school adjustment counselors
- 3 behavioral health specialists
- 4 health/safety teacher
- 3 Wrap-around coordinators
- 1 safety center teacher
- 4 special ed. Behavioral specialists
- 2 BCBA, stabilization team
- 1 nurse, stabilization team

Year 3:

- 2 school psychologists
- 3 school adjustment counselors
- 3 behavioral health specialists
- 4 health/safety teacher
- 3 Wraparound coordinators
- 3 special ed. behavioral specialists
- 1 BCBA, stabilization team
- 1 nurse, stabilization team

Other resources for implementation:

- PreK-12 SEL classroom materials (needed in years 1,2, 3)
- PreK-12 Tier 2 and 3 SEL resources (needed in years 1, 2, 3)

These programmatic and staffing additions will increase SEL competencies for all students. Increased universal SEL evidence-based practices coupled with increased SEL instructional capacity will ensure all students can manage emotions, set goals, establish positive relationships and make responsible decisions.

Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own.

<p>1) DESE outcome metrics:</p> <ul style="list-style-type: none">● Student Attendance● Student Discipline● Graduation and Outcomes● ELA MCAS results● Early College Enrollment● Innovation Pathways Enrollment● College Matriculation● College Persistence● Staff Demographics● Staff Retention● ACCESS results	<p>2) Custom district metrics:</p> <ul style="list-style-type: none">● Demographics of pre-kindergarten and kindergarten Enrollment● Benchmark Assessment● STAR Reading Assessment● Grade 3 ELA MCAS scores● Teaching Strategies Gold Assessment● Panorama SEL survey● End of year staff survey● Attendance at WPS community meetings and workshops● Demographics and Diversity of new hires
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Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

Meaningful engagement with families and other community members is a priority of the district. Outreach efforts are conducted at the classroom, school and system-wide level. Specific efforts are made to ensure that all families are meaningfully engaged in their children's education. Toward this end, specific emphasis is given to families for whom English is not their first language and those whose children have unique learning needs and challenges. Additionally, WPS values the cultural diversity of our city and works to engage various ethnic and cultural groups. Specific efforts to engage families include:

- Safe and Welcoming School committees at every WPS school
- school-based events
 - math and literacy nights
 - technology nights
 - plays/performances
 - family fun nights
 - multi-cultural events
 - school site council meetings
 - PTO meetings/events

- system-wide parent advisory committees
 - city-wide Parent Advisory Council
 - city-wide English Language Parent Advisory Council
 - city-wide Special Education Parent Advisory Council
- Superintendent's Student Advisory Council
- Head Start family engagement efforts
- partnerships with community agencies
- school and district parenting workshops
- playgroups
- collaboration with local faith-based organizations
- Special education clinic meetings
- technology
 - ADA compliant website
 - mass notification system
 - language lines
 - multiple social media platforms
 - video conferencing tools
 - email

Family and community input regarding SOA

We have further engaged families, students and the greater community in regard to spending priorities for new funds available through the Student Opportunity Act. Specifically, the School Committee and the Administration, in collaboration with our local employee union, the Education Association of Worcester (EAW), and the Worcester Education Collaborative (WEC), has held open community forums throughout the city. A total of four forums were held in February and March, one in each of the four quadrants of the city. Each forum was open to the public. Interpreters for seven languages were present at each forum to support full participation for non-English speaking individuals.

Each forum began with a brief presentation to provide background on the Student Opportunity Act and our current budget situation by the superintendent and school business manager. Tables of participants engaged in facilitated discussions to capture individual and group input. Each table reported out to the group, and each individual provided feedback regarding spending preferences. Each forum attracted between 40 and 70 community members. Overall, the top preferences for funding of those at the forums were: 1) increased support for students' social-emotional needs, 2) diversifying the teacher and administrator workforce 3) expanded pre-school and early literacy programs 4) hiring additional personnel to improve student performance.

A number of other information gathering events were also held throughout the city and input from these events was considered as well. Among others, the Worcester Education Collaborative, the Latino Education Institute, the Worcester Education Equity Coalition and the Worcester Education Justice Alliance provided input. These groups provided the district with a summary of their findings. The consistent themes they pointed to included: increased social-

emotional support for students, increased cultural competence of staff coupled with increases in staff diversity, additional college and career readiness support, expanded early education programs and relevant curriculum tied to real-life learning opportunities.

Each principal in the Worcester Public Schools engaged their school council members in an activity to determine spending priorities as well. School councils identified increased social-emotional support as their top priority with over 85% of schools ranking this as one of their top three priorities. School councils identified the hiring of additional personnel to support student learning as their second choice and additional opportunities for teachers to collaborate as their third overall choice.

We also conducted an electronic survey of all Worcester Public School students to gain their perspective on spending priorities. We collected approximately 10,000 student responses. For high school students, the top priority was an increase in pathway courses such as early college to help students better prepare for their future. High school students' second choice was increased social-emotional support while their third choice was increased technology and classroom materials and their fourth choice was more time for collaboration between teachers. Elementary and middle school students selected more time for teacher collaboration as their top priority while selecting new technology and classroom materials second, increased social-emotional support and extended day or extended year opportunities fourth.

We are confident that our plan for use of additional Student Opportunity Funds and that our more general district priorities have encapsulated the variety of feedback and input we have received from families and other stakeholders. We will continue to engage in open and continuous dialogue with families and others as we move forward.

Student Opportunity Plans - Worcester Public Schools Budget

Diversifying our Workforce

Key Activity/Expenditure Description	Ongoing Expense?	Year 1 (FY21)	
	(Yes/No)	FTE	Budget Amount*
Chief Diversity Officer	Yes	1.0	\$164,987
LCI (Diversity)	Yes		\$70,000
Diverse Paraprofessional Pipeline Cohorts	Yes		\$28,000
TOTAL	TOTAL	1.0	\$262,987

Early College and Innovation Pathways

Key Activity/Expenditure Description	Ongoing Expense?	Year 1 (FY21)	
	(Yes/No)	FTE	Budget Amount*
Guidance CounselorS	Yes	13.0	\$1,126,203
Director of Early College	Yes	1.0	\$136,244
Director Innovation Pathway	Yes	1.0	\$136,244
Innovation Pathway Stipends	Yes	0.0	\$19,739
Innovation Pathway Materials	Yes	0.0	\$17,000
TOTAL	TOTAL	15.0	\$1,418,430

Preschool & Early Literacy Programs

Key Activity/Expenditure Description	Ongoing Expense?	Year 1 (FY21)	
	(Yes/No)	FTE	Budget Amount*
PK-3 Literacy Professional Development	Yes		\$287,225
Instructional Assistants-Early Literacy	Yes	21.0	\$809,949
Instructional Assistants - Preschool	Yes	18.0	\$694,242
Bilinugal Intervention - Dual Language	Yes	2.0	\$173,262
Literacy Tutor	Yes	10.0	\$157,080
Literacy Consumables	Yes		\$89,337
English Learner Teachers	Yes	1.0	\$86,631
Preschool Teacher - Dual Language	Yes	1.0	\$86,631
Preschool Teacher - Special Education	Yes	1.0	\$86,631
Instructional Assistants - English Language	Yes	1.0	\$38,569
Preschool Instructional Asst - Dual Language	Yes	1.0	\$38,569
Preschool Instructional Asst - Special Education	Yes	1.0	\$38,569
TOTAL	TOTAL	57.0	\$2,586,695

Social Emotional Learning

Key Activity/Expenditure Description	Ongoing Expense?	Year 1 (FY21)	
	(Yes/No)	FTE	Budget Amount*
School Adjustment Counselors	Yes	5.0	\$ 433,155
Behaviorial Health Specialists	Yes	4.0	\$ 346,524
Psychologists	Yes	2.0	\$ 173,262
Special Education Behavior Specialist	Yes	2.0	\$ 173,262
Health & Safety Teachers	Yes	1.0	\$ 86,631
BCBA	Yes	1.0	\$ 86,631
Health & Safety Teachers	Yes	1.0	\$ 86,631
School Adjustment Counselors	Yes	1.0	\$ 86,631
Psychologist	Yes	1.0	\$ 86,631
School Nurse	Yes	1.0	\$ 68,675
Social Emotional PD/Trainings	Yes		\$ 62,725
TOTAL	TOTAL	19.0	\$ 1,690,758

GRAND TOTAL	TOTAL	92.0	\$ 5,958,870
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*ALL PERSONNEL POSITIONS INCLUDE SALARY & BENEFITS

X. GENERAL BUSINESS
Administration/Ms. Novick/
Miss Biancheria/Mrs. Clancey/Mr. Foley
(March 2, 2020)

CURRENT ITEM - gb #0-57.1
S.C. MEETING - 3-26-20

1ST ITEM gb #0-57 S.C.MTG. 2-6-20
2ND ITEM gb #0-57.1 S.C.MTG. 3-26-20

ITEM:

Response of the Administration to the request to 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.

ORIGINAL ITEM: Ms. Novick/Miss Biancheria/Mrs. Clancey/Mr. Foley
(January 29, 2020)

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.

PRIOR ACTION:

BACKUP:

Annex A (5 pages) contains the Administration's response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

The Worcester Public Schools athletic office does not charge any student athletes a fee in order to participate in athletics. The Worcester Public Schools athletic office does pay dues for Worcester Technical High School to compete in the Colonial Athletic Conference (CAL). The cost of the dues is \$650 dollars. The athletic office also pays the WTHS dues to the M.I.A.A each year and this past year the amount was \$3,670 dollars for them to compete on the high school level in sports in the state of Massachusetts. The third set of dues that the athletic office pays for goes to the Massachusetts Vocational Athletic Directors Association and that amount was for \$825 dollars. This allows the Worcester Tech student athletes to compete in tournaments throughout the year against other Technical High Schools.

Finally the WPS athletic office pays the Massachusetts State Track Coaches Association entry fees for Indoor and Outdoor track and the cost for that is \$600 dollars.

**WTHS Uniform and Equipment Requirements for the Technical
Areas when Students are in their Trade Week.**

- **Advanced Manufacturing / Precision Machining:** Work boots (steel-toed boots are recommended), dark work pants or jeans, Advanced Manufacturing polo's/t-shirts with logo, and clear safety glasses. Shorts, skirts, loose clothing, hooded sweatshirts, hats, or clothing/items that could get caught/tangled in machinery is prohibited. No open toed shoes, dark blue slacks/skirts, and Palace Blue Polo Style shirt with logo.

Cost Uniform: approx. \$160/yr (shirt/sweatshirt/pants/belt/work boots)

Tools: no tools

- **Auto Technology:** Hard-sole work shoes/boots, dark blue work pants, dark blue Automotive Technology t-shirt or sweatshirt, and safety glasses.

Cost Uniform: approx. \$160/yr (shirt/sweatshirt/pants/belt/work boots)

Tools: no tools

- **Auto Collision:** Hard-sole work boots, dark gray work pants, light gray Auto Collision t-shirt or sweat shirt, and clear safety glasses and student ID.

Cost Uniform: approx. \$160/yr (shirt/sweatshirt/pants/belt/work boots)

Tools: no tools

- **Biotechnology:** No open toed shoes (work boots preferable), dark pants, shop t-shirt, and white lab coat.

Cost Uniform: approx. \$160/yr (shirt/lab coats/pants/belt/work boots)

Tools: no tools

- **Carpentry:** Hard-sole work boots, brown carpenter pants, blue work shirt or t-shirt with pocket with logo, and safety glasses.

Cost Uniform: approx. \$160/yr (shirt/pants/belt/work boots)

Tools: \$150/freshman year

- **Cosmetology:** Black or white closed toed shoes or sneakers, black uniform smock top, white or black top, a cosmetology kit and adhere to the cell phone contract that must be signed.

Cost Uniform: approx. \$60/yr (shirt/smocks/pants/) Allen Co. provides

Tools: \$325/freshman cosmetology kit year (mannequin, hair tools etc.) wholesale priced

- **Culinary Arts:** Black non-slip work shoes/boots, checked uniform pants, white cook's shirt or chef jacket, white t-shirt with no logos or writing, white cook's apron, white chef's mushroom hat or checked baseball cap, and hairnet. Jewelry, fake fingernails, and nail polish is not permitted in shop as per health department regulations.

Cost Uniform: approx. \$160/yr (shirt/sweatshirt/pants/belt/work boots)

Tools: no tools

- **Early Childhood:** No open toed shoes; preferably sneakers, black pants Khaki pants and no yoga pants and shop sweatshirt, purple polo shirt with the ECE logo (fleece jacket is optional).

Cost Uniform: approx. \$160/yr (shirt/sweatshirt/pants/work boots)

Tools: no tools

- **Electromechanical/Robotics and Automation Technology:** black work pants, black t-shirt with logo, and safety glasses.

Cost Uniform: approx. \$160/yr (shirt/sweatshirt/pants/belt/work boots)

Tools: \$80 (electrical kit) freshman, code book \$100

- **Electrical:** Hard-sole work boots, blue jean work pants, gray t-shirt with pocket, and safety glasses.

Cost Uniform: approx. \$160/yr (shirt/sweatshirt/pants/work boots)

Tools: no tools

- **Finance, Marketing and Business Management:** Beige or black slacks/skirts and shop polo shirt. Shop sweatshirts, shop jackets, and DECA apparel are permitted.

Cost Uniform: approx. \$160/yr (shirt/sweatshirt/pants/belt)

Tools: no tools

- **Graphic Communications:** Leather shoes or work boots (No open toed shoes), black "Dickie Style" work pants, royal blue t-shirt or polo shirt.

Cost Uniform: approx. \$160/yr (shirt/sweatshirt/pants/belt/work boots)

Tools: no tools

- **Health Assistant:** Ceil blue scrubs, Ceil blue jackets for girls and white lab jackets for boys. All students wear white shoes. No headscarves allowed unless for religious reasons.

Cost Uniform: approx. \$160/yr (shirt/scrubs/coat/belt/work shoes)

Tools: no tools

- **Hospitality and Restaurant Management:** Solid black closed toed shoes, black tuxedo pants, white tuxedo shirt, black pinstripe apron, black bow tie. Shop logo tee shirt and jacket. Working length fingernails -No false nails.

Cost Uniform: approx. \$150 freshman year or when needed (hat/shirt or chef coat/pants/belt/work shoes/apron (3)) payment plan available

Tools: none

- **HVAC/R:** Hard-sole work boots, blue jeans or blue work pants, clear safety glasses, hunter green sweatshirt or hunter green t-shirt with program logo, pants secured above waist with belt.

Cost Uniform: approx. \$160/yr (shirt/sweatshirt/pants/belt/work boots)

Tools: no tools

- **Information Support Services & Networking:** Freshmen and sophomores – Grey or black Information Technology Support logo shirt, no open toed shoes, no sweatpants. Juniors and seniors - No open toed shoes, ISSN logo attire shirt, no sweatpants.

Cost Uniform: approx. \$160/yr (shirt/sweatshirt/pants/belt/work boots)

Tools: no tools

- **Painting and Design Technology:** White painter's pants, hard-soled oil resistant work shoes/boots, black t-shirt and/or sweatshirt, and safety glasses.

Cost Uniform: approx. \$150/yr (shirt/sweatshirt/pants/belt/work boots)

Tools:\$70 (Brushes, Hand tools - screwdrivers, scrapers, 5 in 1 tools, Tool bag, Artist brushes, Cleaning tool)

- **Plumbing:** Hard-sole work shoes, dark blue "Dickie style" work pants with belt (no blue jeans), dark blue t-shirt with pocket (plain or with logo), and safety glasses.

Cost Uniform: approx. \$160/yr (shirt/sweatshirt/pants/belt/work boots)

Tools: tape measure, level, and plumbing code \$30

- **Programming and Web Development:** Freshmen and sophomores – Grey or black Information Technology Support logo shirt, no open toed shoes, no sweatpants. Juniors and seniors - No open toed shoes, Web Dev logo attire shirt, no sweatpants.

Cost Uniform: approx. \$120/yr (shirt/sweatshirt/pants/belt/work boots)

Tools: no tools

- **Veterinary Assisting:** Royal Blue scrubs for grades 9-11, Maroon scrubs for grade 12. Black or White athletic closed toe shoes or medical closed toe clogs (no holes), and short white lab jackets for all students.

Cost Uniform: approx. \$150/yr (shirt/lab coats/scrubs/work shoes)

Tools: no tools

- **Welding:** Hard-sole work boots, dark work pants, dark long sleeves work shirt with logo, and safety glasses.

Cost Uniform: approx. \$160/yr (shirt/sweatshirt/pants/belt/work boots)

Tools: Helmet (optional) whole sale \$100

Belts must be worn with pants in all shops. Pants should be pulled up around the waist and cannot be baggy.

****SAFETY GLASSES SUPPLIED**

PLEASE NOTE*the heaviest cost per program are work boots/ shoes, costing up to \$100/pair captured in approximate costs listed

X. GENERAL BUSINESS
Miss Biancheria
(March 2, 2020)

ITEM - gb #0-98
S.C. MEETING - 3-26-20

ITEM:

Request that the Administration forward a letter of congratulations to Caitlin McCarthy, an English language arts instructor at Worcester Technical High School, for winning the Best Feature Screenplay award at the 2020 George Lindsey UNA Film Festival that was held from March 5th -7th at the University of North Alabama.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Forward letter.

X. GENERAL BUSINESS
Administration
(March 4, 2020)

ITEM - gb #0-99
S.C. MEETING - 3-26-20

ITEM:

To set a date to recognize Jody Bird, a teacher at University Park Campus School, for earning the College Board's AP Computer Science Female Diversity Award.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Set the date of Thursday, April 16, 2020.

X. GENERAL BUSINESS
Administration
(March 4, 2020)

ITEM - gb #0-100
S.C. MEETING - 3-26-20

ITEM:

To approve a prior fiscal year payment to Project Lead the Way in the amount of \$750.00 for services rendered previously.

PRIOR ACTION:

BACKUP: The invoice was sent to a school staff member instead of the Principal. The staff member found the invoice recently and turned it over to the Principal.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Mr. Monfredo
(March 5, 2020)

ITEM - gb #0-101
S.C. MEETING - 3-26-20

ITEM:

Request that the Administration work with the City Administration to see if there is a building available for the expansion of a full-day pre-school program.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration for implementation.

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Teaching, Learning and Student Supports

X. GENERAL BUSINESS
Administration
(March 5, 2020)

ITEM - gb #0-102
S.C. MEETING - 3-26-20

ITEM:

To review, for informational purposes, the Job Description for the Program Evaluation Specialist.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains the Job Description for Program Evaluation Specialist.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

File.

HUMAN RESOURCES

Worcester Public Schools
Worcester, Massachusetts

SUBJECT: PROGRAM EVALUATION SPECIALIST

REPORTS TO: Director of School and Student Performance

ACCOUNTABILITY OBJECTIVE:

The Program Evaluation Specialist is responsible for creating a review process to evaluate the effectiveness of programs and initiatives implemented across the school district. The Evaluator will work with stakeholders to develop a comprehensive evaluation plan that supports the district's strategic plan and key objectives. The Evaluator will work with stakeholders to develop and implement evaluations that support the needs of the department, schools and district leadership. The Evaluator will be responsible for designing and conducting evaluations and communicating results and recommendations to allow for informing investment and funding decisions for ongoing programs as well as new initiatives.

PRINCIPAL RESPONSIBILITIES:

1. Define and manage the program evaluation review process that aligns with the district's strategic plan as well as the grant-funded programs being implemented across all schools.
2. Design, conduct and manage program evaluations utilizing appropriate methodologies that will best capture and expose program effectiveness.
3. Lead data collection and analysis activities.
4. Write comprehensive reports that summarize findings and are audience appropriate.
5. Provide trainings on program evaluation concepts and methods.
6. Design and implement systems for collaborating with the district grants department
7. Collaborate with district departments in defining program evaluation approaches as well as developing feasible recommendations.
8. Define interview protocols and conduct interviews appropriate for different student grade levels, as well as school teachers and administrators.

REQUIRED QUALIFICATIONS:

1. Master's degree in evaluation, measurement and analysis.
2. Knowledge of program evaluation processes, methods and approaches.
3. Knowledge of program evaluation requirements and restrictions in educational settings.
4. Demonstrated knowledge of quantitative and qualitative research methods along with an understanding of when and how to apply methods to a variety of programs and initiatives.
5. Strong data collection and analysis skills – both quantitative and qualitative
6. Familiarity with conducting class observations and document reviews
7. Ability to explain complex concepts in clear and concise easy to understand terms.

8. Ability to establish trusting relationships with stakeholders both within and outside the district (e.g., School Committee members, community-based organizations)
9. Working knowledge of the Joint Committee on Standards for Educational Evaluation's program evaluation standards
10. Knowledge of the American Evaluation Association's Guiding Principles for Evaluators.
11. Microsoft Office proficiency, particularly Excel and Access
12. Survey tool proficiency: Google Forms, Qualtrics, SurveyMonkey
13. Statistical software proficiency - SPSS

PREFERRED QUALIFICATIONS:

1. Program evaluation experience
2. Knowledge of state and federal grant sources and requirements (e.g., Title I, II, III)

SALARY: \$70,000- \$90,000

WORK YEAR: Full-year position, 8:30 a.m. - 4:30 p.m.

X. GENERAL BUSINESS
Administration
(March 9, 2020)

ITEM - gb #0-103
S.C. MEETING - 3-26-20

ITEM:

To set a date to recognize Carol Manning, Health and Physical Education Liaison, for being selected as the 2020 Honor Award recipient by the Massachusetts Association of Health, Physical Education, Recreation and Dance.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Set the date of Thursday, April 16, 2020.

X. GENERAL BUSINESS
Administration
(March 10, 2020)

ITEM - gb #0-104
S.C. MEETING - 3-26-20

ITEM:

Request that the Administration forward letters of congratulations to

- the Burncoat Dance Team for having won their 6th State Title in All Styles and 2nd place in Hip Hop at the MSSAA Dance Team State Competition and
- coach Kellie Shea for receiving the coaches award for all her work in the community

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Forward letters.

X. GENERAL BUSINESS
Administration
(March 12, 2020)

ITEM - gb #0-105
S.C. MEETING - 3-26-20

ITEM:

To accept the Civics Teaching and Learning Grant in the amount of \$36,359.

PRIOR ACTION:

BACKUP: Annex A (4 pages) contains a copy of the information regarding the grant.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

*byWorcester Public Schools
Office of Grants Management*

Grant Acceptance Form

Name of Grant: Civics Teaching and Learning

Type of Funder: Massachusetts Department of Elementary and Secondary Education

Awarded Amount: \$36,359.00

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

Project title: Civics Teaching and Learning

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

Purpose: To support civics teaching and learning, including but not limited to implementation

Description of the Program: This project will equip teachers with the content knowledge and instructional tools to impact student learning in civics and will include:

- Planning time for teachers to work on creating civic activities to support the civics practice and content standards in Prekindergarten through U.S. History II
- Gap analysis of teachers knowledge and professional development/mentoring activities to ensure that our teachers are equipped with information they need
- Production and modeling of Civics Action Project

Program location: Worcester Public Schools

Outcomes and Measures: Students will embrace their role in the operation and oversight of our government

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

PART I - GENERAL

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

B. APPLICATION FOR PROGRAM FUNDING				
FUND CODE	PROGRAM NAME	PROJECT DURATION		AMOUNT REQUESTED
		FROM	TO	
FY2020	TRUST - COMPETITIVE administered by the Center for Instructional Support			\$36,359
589	Civics Teaching and Learning 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.

AUTHORIZED SIGNATORY: <i>Maureen F. Binienda</i>	TITLE: Superintendent
TYPED NAME: Maureen F. Binienda	DATE: 2/14/20

DATE DUE: Wednesday, December 18, 2019

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

*Awardees of Fund Code 589, will have to complete the Multi-Year form in EdGrants to extend the end date of the grant from 6/30/2020 to 6/30/2021. Please see Project Duration section of the RFP for more information.

Applicant Agency: Worcester Public Schools
Applicant Number: 348

Fiscal Year: 2020
Fund Code: 589

6 CONTRACTUAL SERVICES:		Rate	Rate Type	Total Amount	COMMENTS
Consultants/Prof Dev for Teachers & Support Staff		\$100	per hour	\$ 3,000	High quality PD for teachers with outside providers/experiential ac
Other (please describe)		\$100	per hour	\$ 3,500	
SUB-TOTAL				\$ 6,500	
7 SUPPLIES AND MATERIALS:				Total Amount	COMMENTS
Other Instr Materials (non-testing assessment)				\$ 7,000	
SUB-TOTAL				\$ 7,000	
8 TRAVEL:				Total Amount	COMMENTS
				\$	
SUB-TOTAL				\$	
9 OTHER COSTS:				Total Amount	COMMENTS
Other (please describe)				\$ 1,500	
SUB-TOTAL				\$ 1,500	
10 INDIRECT COSTS (use indirect costs calculator)		enter rate %			COMMENTS
		2.04%		\$727	At agreed upon rate
SUB-TOTAL				\$	
11 EQUIPMENT:				Total Amount	COMMENTS
Items costing \$5,000+ per unit & having a useful life 1+ years				\$	
SUB-TOTAL				\$	
TOTAL FUNDS REQUESTED				\$ 36,359	

Applicant Agency: Worcester Public Schools
Applicant Number: 348

Fiscal Year: 2020

Fund Code: 569

Program Name: Civics Teaching and Learning Grant

Budget Line Item Category		Amount	COMMENTS
1 ADMINISTRATOR SALARIES:		Total Amount	
# of staff	FTE	MTRS	
SUB-TOTAL		\$	
2 INSTRUCTIONAL/PROF STAFF SALARIES:		Total Amount	
# of staff	FTE	MTRS	
SUB-TOTAL		\$	
3 SUPPORT STAFF SALARIES:		Total Amount	
# of staff	FTE	MTRS	
SUB-TOTAL		\$	
4 STIPENDS:		Total Amount	
# of Staff	Rate	Type	MTRS
68	\$35	per hour	
10	\$40	per hour	
SUB-TOTAL		\$	
5 FRINGE BENEFITS:		Total Amount	
5-a MTRS (automatically calculates if MTRS box is checked)		\$ 18,100	Stipends to participate in activities
5-b Other		\$ 2,532	Stipends to participate in activities
Health Insurance		\$	
Other Retirement Systems		\$	
Federal Insurance Contributions (FICA)		\$	
SUB-TOTAL		\$	

X. GENERAL BUSINESS
Administration
(March 12, 2020)

ITEM - gb #0-106
S.C. MEETING - 3-26-20

ITEM:

To accept the Early College Support Grant in the amount of \$180,000.

PRIOR ACTION:

BACKUP: Annex A (4 pages) contains a copy of the information regarding the grant.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

*Worcester Public Schools
Office of Grants Management*

Grant Acceptance Form

Name of Grant: Early College Support Grant

Type of Funder: Massachusetts Department of Elementary and Secondary Education

Awarded Amount: \$180,000.00

Grant Funding Period: February 25, 2020 through June 30, 2020

Project title: Early College Support

Program coordinator: Meade-Montaque/O'Neil

Purpose: To provide financial resources to Early College programs designated in 2018 in order to support the expansion and commitment to equity regarding their Early College Designation. The resources are intended to support both the secondary school partner and the institution of higher education partner in increasing the scale and sustainability of their Early College program.

Description of the program: The program will be structured to eliminate barriers to student participation, tuition-free participation, open enrollment without regard to prior academic performance, student supports to promote success, scalability, multiple entry points for students, and student supports to prepare students for entry into the program.

Program location: Worcester Public Schools

Outcomes and Measures: To expand the outreach to a new cohort of diverse students.

50524220
 Early College Support Grant
 02/25/20 - 06/30/20

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

PART I - GENERAL

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

B. APPLICATION FOR PROGRAM FUNDING				
FUND CODE	PROGRAM NAME	PROJECT DURATION		AMOUNT REQUESTED
		FROM	TO	
460	STATE - Early College Support Grant administered by the Early College Office	Upon Approval	6/30/2020	\$180,000

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.

AUTHORIZED SIGNATORY: <i>Maureen F. Binisnda</i>	TITLE: Superintendent
TYPED NAME: Maureen F. Binisnda	DATE: 1/8/2020

Worcester State University
 Authorized Signatory: *Ryan Forsythe*
 Title: Vice President for Enrollment Management
 Typed Name: Ryan Forsythe
 Date: 1/8/2020

Quinsigamond Community College
 Authorized Signatory: *Luis G. Pedraja*
 Title: President
 Typed Name: Luis G. Pedraja
 Date: 1/8/2020

FC460 Budget: \$180,000

Stipends: \$47,075

7 WPS Guidance Counselors x \$35/hr x 8 hrs x 20 weeks = \$39,200

5 WPS Math Teachers x \$35/hr x 15 hrs= \$2,625

5 WPS English Teachers x \$35/hr x 15 hrs= \$2,625

5 WPS Biology Teachers x \$35/hr x 15 hrs= \$2,625

Contractual: \$104,325

Worcester State University: \$77,725

Course costs: \$13,000

Part-Time employees: \$34,050

Fringe: \$487

Food: \$3,063

Instructional materials: \$1,500

Recreational activities materials/incentives: \$1,500

Workshop presenters: \$3,500

Transportation: \$1,500

Education Program Budget:

1 Education First Year experience course: \$6,100

2 Faculty Stipends for Career Counseling x \$1,000 stipend= \$2,000

1 MTEL Workshop: \$1,000

25 MTEL vouchers x \$161 per voucher= \$4,025

Website/promotional material development:

Consultant to complete work and create promotional materials: \$4,000

Printing of promotional materials: \$2,000

Quinsigamond Community College: \$26,600

1 QCC Math Faculty Member Stipend= \$1,000

1 QCC English Faculty Member Stipend= \$1,000

1 QCC Biology Faculty Member Stipend= \$1,000

5 QCC faculty coordinators to provide guidance to students x \$1,000 stipend each: \$5,000

5 QCC faculty to participate in workshops= 4 hours (2 hr workshop plus 2 hour prep time) x 5 staff x \$30/hr= \$600

Course offerings:

FYE 101-First Year Experience Course-Summer I for 20 students= \$5,000

CIS 105- Introduction to Information Technology-Summer I for 20 students= \$5,000

Instructional materials: \$8,000

Transportation: \$25,000

25 boxes of WRTA bus passes x \$1,000 per box= \$25,000

Indirect @ 2%: \$3,600

Grand total: \$180,000

X. GENERAL BUSINESS
Administration
(March 12, 2020)

ITEM - gb #0-107
S.C. MEETING - 3-26-20

ITEM:

To accept the Project Lead the Way Grant in the amount of \$14,974.

PRIOR ACTION:

BACKUP: Annex A (9 pages) contains a copy of the information regarding the grant.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

*Worcester Public Schools
Office of Grants Management*

Grant Acceptance Form

Name of Grant: Project Lead The Way

Type of Funder: PLTW Gateway

Awarded Amount: \$14,974.00

Grant Funding Period: June 1, 2020 – June 30, 2020

Project title: Project Lead The Way

Program coordinator: Matthew Morse

Purpose: To strengthen the delivery of STEM content through the incorporation of high-interest, hands-on content.

Description of the program: All Grade 7 students will be offered a scheduled ten-week science enrichment block. The science enrichment blocks will meet daily for forty-eight minutes for a quarter of the school year. As part of Grade 8 students enrichment, each student will rotate through one technology or engineering course.

Program location: Forest Grove Middle School

Outcomes and Measures: Through its partnering with PLTW, FGMS hopes to strengthen the delivery of STEM. Students will benefit from engaging and relevant STEM learning activities which will help them see science move from the idea of framework of scientific ideas of others to a framework of thinking about how to do science to solve problems.

Forest Grove Middle School – Project Lead the Way Grant Budget

	Year 1 (School Year 20- 21)	Year 2 (School Year 21- 22)
Teacher Training		
Numbers of teachers to be trained In Year I – Teachers will be trained in the following modules: Energy and the Environment (1 teachers X \$750 per = \$750); Medical detectives (1 teacher X \$1,200 per teacher = \$1,200) and Computer Science for Innovators/Makers (1 teacher X \$1,200 per teacher = \$1,200) Total Year I for teacher training: 3 teachers/\$3,150 In Year II – Teachers will be trained in the following modules: Energy and the Environment (2 teachers X \$750 per = \$1,500); Medical detectives (3 teachers X \$1,200 per teacher = \$3,600) and Computer Science for Innovators/Makers (2 teacher X \$1,200 = \$2,400). Total Year II for teacher training: 7 teachers/\$7,500.	\$3,150	\$7,500
TOTAL FOR TEACHER TRAININGS	\$3,150	\$7,500
Teacher Training Room and Board		
Teacher Training Room and Board Numbers of Teachers X \$700	\$0	\$0
TOTAL TEACHER TRAINING ROOM AND BOARD	\$0	\$0
Durable Equipment		
	\$0	\$0
TOTAL DURABLE EQUIPMENT	\$0	\$0
Course Specific Durable Equipment		
To be used in PLTW Classrooms	\$11,824	\$2,483
TOTAL OF COURSE SPECIFIC DURABLE EQUIPMENT	\$11,824	\$2,483
TOTALS	\$14,974	9,983
TOTAL REQUEST FOR TWO YEARS	\$24,957	



Grant Agreement

Grantee:	Forest Grove Middle
Grant Amount	\$24,957.00
Purpose of Grant	To offset the costs associated with the PLTW Gateway program.
Award Date	February 12, 2020
Grant Period Start	June 1, 2020
Grant Period End	June 30, 2023

Payment Schedule	
School Year	Amount
2020-2021	\$14,974.00 ✓
2021-2022	\$9,983.00 ✓
2022-2023	\$0.00

This grant is awarded to Forest Grove Middle, ("Grantee"), by Project Lead The Way, Inc. (PLTW). Grantee's receipt of the funds is governed by this agreement and is subject to the PLTW Terms and Conditions, signed contemporaneously hereto, as well as the following grant requirements:

- A. This grant may be used only for the PLTW Gateway program. PLTW Gateway must be offered for the duration of the grant period. Grantee must offer at least one PLTW Gateway unit of their choosing for the 2020-2021 academic year, and offer at least three units by the 2022-2023 academic year. Payments will be disbursed in two payments, the first of which shall be made prior to year one implementation and the second shall be paid prior to the second year of program implementation. The second year of funding is contingent upon meeting the requirements of the grant. Grantee is required to spend \$5,500 of funding over the life of the grant on: "Required computer and/or tablets," and/or "Program required equipment and supplies."
- B. This grant may be used during the period stated above; however, as described in Section F, continued access to PLTW curriculum and resources following the initial grant year is contingent upon meeting the requirements of the grant, including but not limited to the submission of annual reports as required under section F. Funds may be carried over to subsequent years, but must be spent by the end date of the final grant year. Grantee will return any funds that remain unspent to PLTW.
- C. Grantee is required to use a specific amount of total funding over the life of the grant in furtherance of "Required computer and/or tablets," and/or "Program required equipment and supplies." If your grant requires a specific amount to be spent on these items, the amount is listed in Section A. The remaining funds can be spent on any of the following allowable expenses:

PLTW Participation Fee

Core Training: registration fees and related expenses, except as otherwise provided in Sections D and E.

Required computers and/or tablets

Program required equipment and supplies

Equipment and supplies listed as "Optional"

Other:

D. Grantee may not use the grant funds for any of the following unallowable expenses:

Salaries or Stipends

Benefits

Consumables

Meals

Infrastructure

Renovations

Indirect Costs

Equipment and supplies listed as "Optional"

Any other expenses not specified as allowable

Participation Fees

Training Cancellation Fees

Training Substitution Fees

Training Registration Fees for a no-show participant

Training Registration Fees where a participant did not earn a credential

E. Grantee will not use the grant funds to pay training cancellation fees, fees associated with substitution of a training participant, registration fees for a participant that fails to attend training, and/or registration fees for a participant who does not earn a credential.

F. Grantee will provide PLTW grant reports by March 1 of each grant year. Submitting timely reports is the responsibility of the district/school receiving the grant and PLTW reserves the right to determine satisfactory progress. PLTW grantees must also be in good standing in order to receive any future grant funding. A reporting schedule is included in the action items below. PLTW will email the designated grant contact with reporting instructions.

- G. Grantee will agree and allow PLTW to enter into a formal data share agreement with Mass STEM Hub or its designated research firm to share data for evaluation purposes, as allowed under the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99) and any applicable state regulations. PLTW will not share any personally identifiable data, and will not use the data for commercial purposes, but PLTW may share information about program impact data to support its mission as related to this grant program.
- H. Grantee agrees to have students, (Grades 6-12), staff, and faculty participate in annual surveying instruments designed and administered by Mass STEM Hub or its designated agency, provided these instruments are in compliance with FERPA, COPPA, and any other applicable state and federal regulations.
- I. Grantee shall take responsibility to obtain any necessary student and/or parental consents to administer the student engagement surveys and that Grantee must follow any and all school policies and procedures in connection with work performed pursuant to this Grant Agreement. Grantee understands and agrees that, unless explicitly agreed to otherwise, in writing, PLTW will not be responsible for obtaining student and/or parental consent or otherwise ensuring compliance with any applicable federal or state laws for any activities performed pursuant to this Grant Agreement.
- J. Grantee agrees to meet the following student participation at the school level by commencement of the 2022-2023 academic year:
- a. PLTW Launch: Two modules at each grade level and 100% student participation;
 - b. PLTW Gateway: One unit at each grade level and 75 – 100% student participation;
 - c. PLTW High School programs: For each pathway provided by a school, at least 15 – 25% student participation on track to complete a three-course pathway.
- K. Grantee will provide promptly such additional information, reports, required data collection and surveying, and documents as PLTW may request and will allow PLTW and its representatives to have reasonable access to files, records, accounts, or personnel that are associated with this grant, for the purpose of financial reviews, verifications, or program evaluations as may be deemed necessary by PLTW. Any such information, reports, documents or access shall be limited to the evaluation of the PLTW Program and the grant funding, and shall be made consistent with any applicable federal or state laws relating to the provision of such information.
- L. PLTW reserves the right to require a total or partial refund of any grant funds and may limit access to PLTW curriculum and support resources if Grantee has not fully complied with the terms and conditions of this Grant Agreement. Failure to submit reports under Section F, may constitute a basis for PLTW to require a refund or for PLTW to limit access to PLTW curriculum and support.
- M. Grantee will ensure its teachers attend professional development in-person and at WPI or UMass Lowell unless the requisite courses are not offered or extenuating circumstances arise. In the event the necessary professional development is not offered at WPI or UMass Lowell, Grantee will ensure its teachers attend professional development at another

authorized site and provide notice in writing to PLTW advising of such circumstances. Grant funding may not be used for online training without written approval from PLTW documenting extenuating circumstances. In the limited instances where online training is approved, educators and leaders will need to complete additional in-person supports that will include attending a one-day, in person training in the fall of their first year (date and location TBD), participating in master teacher coaching in year one, and joining a PLTW learning team.

N. Grantee agrees to the following requirements regarding instructors for PLTW courses:

- a. All Gateway and High School PLTW courses shall be taught by qualified teachers with relevant experience and credentials, including but not limited to PLTW Core Training. "Relevant experience and credentials" also include: math, science, or vocational technology license, and/or relevant industry experience.
- b. All Grantees receiving funds for Launch programs shall ensure that over the course of the grant term at least two teachers will participate in PLTW Launch Classroom Teacher Training and one of those teachers will complete PLTW Launch Lead Teacher training during the school year.
- c. Except as otherwise provided in Section N (b), Grantee agrees to utilize teachers with the relevant experience and credentials for PLTW courses at the K-5 level.

O. Grantee agrees that execution of this document represents both its acceptance of the Grant funds subject to the terms of this agreement as well as Grantee's authorization for Participation Confirmation for programs set forth in this document. Grantee acknowledges and agrees the person signing this document is legally authorized to obligate the Grantee to its terms. Grantee agrees this Grant Agreement and the PLTW Terms and Conditions or other signed written agreement between Grantee and PLTW constitute the entire understanding between the parties regarding the grant funds during the Grant Period. Upon execution of the Grant Agreement, Grantee shall receive written confirmation of the grant funded programs contemplated by this agreement.

Site Name	PLTW Program
Forest Grove Middle	PLTW Gateway

Grantee agrees to do each of the following:

- Attend the grant convening for all grant recipients on March 3, 2020 (snow date March 12, 2020)
- Complete Readiness Training and register for Core Training for year 1 courses and/or units. Registration opens in the spring.

2020-2021 School Year Grant Requirements

- Upload student rosters using myPLTW by October 1, 2020.
- Ensure students are properly enrolled in PLTW courses for the October reporting to the Department of Elementary and Secondary Education (DESE) of the Student Schedule System (SCS) and Student Information System (SIM).
- At least two representatives attend PLTW Massachusetts Conference each granted year.
- (High schools only) administer End-of-Course Assessments to all PLTW enrolled students.
- Administer student engagement survey, as provided by Mass STEM Hub or designated agency, to all PLTW enrolled students in grades 6-12.
- Administer teacher engagement survey, as provided by Mass STEM Hub or designated agency, to all teachers delivering PLTW content.
- Complete the Financial Report and Grant Reporting by March 1, 2021. (e.g. Current student enrollment, estimation for future enrollment, and PLTW courses offered)
- Complete Readiness Training and register for Core Training for year 2 courses and/or units. Registration opens in the spring.

2021-2022 School Year Grant Requirements

- Upload student rosters using myPLTW by October 1, 2021.
- Ensure students are properly enrolled in PLTW courses for the October reporting to the Department of Elementary and Secondary Education (DESE) of the Student Schedule System (SCS) and Student Information System (SIM)
- At least two representatives attend PLTW Massachusetts Conference each granted year.
- (High schools only) administer End-of-Course Assessments to all PLTW enrolled students
- Administer student engagement survey, as provided by Mass STEM Hub or designated agency, to all PLTW enrolled students in grades 6-12.
- Administer teacher engagement survey, as provided by Mass STEM Hub or designated agency, to all teachers delivering PLTW content.
- Complete the Financial Report and Grant Reporting by March 1, 2022. (e.g. Current student enrollment, estimation for future enrollment, and PLTW courses offered)
- Complete Readiness Training and register for Core Training for year 3 courses and/or units. Registration opens in the spring.

2022-2023 School Year Grant Requirements

- Roster students in Learning Management System by October 1, 2022
- Ensure students are properly enrolled in PLTW courses for the October reporting to the Department of Elementary and Secondary Education (DESE) of the Student Schedule System (SCS) and Student Information System (SIM).
- At least two representatives attend PLTW Massachusetts Conference each granted year.
- (High schools only) administer End-of-course assessments to all PLTW enrolled students.
- Administer student engagement survey, as provided by Mass STEM Hub or designated agency, to all PLTW enrolled students in grades 6-12.
- Administer teacher engagement survey, as provided by Mass STEM Hub or designated agency, to all teachers delivering PLTW content.

- Complete Readiness Training and register for Core Training for year 4 courses and/or units. Registration opens in the spring.
- Complete the grant reporting document by March 1, 2023. (e.g. Current student enrollment, estimation for future enrollment, and PLTW courses offered)

On behalf of Grantee, I understand and agree to the foregoing terms and conditions of the PLTW grant, and hereby certify my authority to execute this agreement on Grantee's behalf.

Authorized Signer: DocuSigned by:
Matthew Morse
BPSA198922FE450...

Name: Matthew Morse

Title: Acting Principal

Date: 2/13/2020

X. GENERAL BUSINESS
Mr. Monfredo
(March 16, 2020)

ITEM - gb #0-108
S.C. MEETING - 3-26-20

ITEM:

To set a date to recognize the following members and coach of the Worcester Technical High School's bowling team for capturing their second straight State High School Championship:

Mia Stolakis (State single champion)
Ryan West
Anthony Cormier
Paul West (State single champion)
Ryan Smith
Janyce Pickett
Riley LaPerle
Edward Miner (Coach)

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration for implementation.

RECOMMENDATION OF ADMINISTRATION:

Set the date of Thursday, May 7, 2020

X. GENERAL BUSINESS
Mr. Monfredo
(March 16, 2020)

ITEM - gb #0-109
S.C. MEETING - 3-26-20

ITEM:

Request that the School Committee submit to the Clerk any proposed changes to the Rules of the School Committee.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration for implementation.

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Governance and Employee Issues

XI. EXECUTIVE SESSION
Administration
(March 18, 2020)

ITEM - gb #0-110
S.C. MEETING - 3-26-20

ITEM:

To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the governmental body, to conduct strategy sessions in preparation for negotiations with nonunion personnel, to conduct collective bargaining sessions or contract negotiations with nonunion personnel.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.