

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

The School Committee will hold a virtual and/or in person meeting:

on: **Thursday, September 7, 2023**

at: 5:00 p.m. Executive Session

5:30 p.m. Regular Session

in: Esther Howland South Chamber, City Hall

virtual:

<https://worcesterschools.zoom.us/j/82746440670?pwd=dmp4TnIxYThBdnhkZWQ1bm1hMjFFZz09>

Also accessible by telephone, to dial in call: +1 301-715-8592 or +1 305-224-1968

ORDER OF BUSINESS

A. General Business Items taken in Executive Session

qb 3-213 Administration

(August 30, 2023)

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 – Successor Contract Negotiations – Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers Unit.

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 – Successor Contract Negotiations – Massachusetts Nurses Association for and on behalf of Worcester School Nurses.

B. Call to Order

C. Pledge of Allegiance/National Anthem

D. Roll Call

E. Consent Agenda

i. Approval of Minutes

AOR 3-18 Clerk

To consider approval of the Minutes of the School Committee Meeting of July 20, 2023.

Recommendation of Maker: Accept and adopt

To consider approval of the Minutes of the School Committee Meeting of August 10, 2023.

Recommendation of Maker: Accept and adopt

ii. Approval of Donations

To consider approval of a donation to Claremont Academy for 15 Sphero Bolt coding robots from the Massachusetts Computer Using Educators, Inc. in the amount of \$3000.00.

Recommendation: Accept on a roll call

To consider approval of a donation to Worcester Technical High School to purchase four 3D printer education packages from the SME Education Foundation in the amount of \$10,000.00.

Recommendation: Accept on a roll call

Notification of Personnel Recordsiii. Initial Filing of Individual Recognitionsiv. Notices of Interest to the District or to the Public**F. Items for Reconsideration****G. Held Item****H. Recognition**

To recognize the Belmont Street Community School for their "Exemplary Program--Central Region" award from Safe Routes to School.

Recommendation: File

To recognize Brian Allen, John Hennessey, Mike Freeman, Sara Consalvo, and the Worcester Public Schools' Transportation Department for their 2023 Massachusetts Association of School Business Officials Donald D. Johnson Operational & Cost Efficiency Award on the successful move to full district operated student transportation.

To announce and recognize all new Assistant Principals, Coordinators, and Assistant Directors to the school community and school committee.

Recommendation: File

To recognize the retirement of Chief Diversity Officer, Ivonne Perez, for 19 years of service to the Worcester Public Schools.

Recommendation: File

I. Public Comment**J. Public Petition****K. Report of the Superintendent**

ros 3-13 Administration

(September 7, 2023)

From Here, Anywhere... Together: Welcome Back, School Year 2023-34

Rachel H. Monárrez, PhD

L. Reports of the Standing Committees**AOR 3-19**

To consider approval of the Minutes of the Governance and Employee Issues Meeting of August 23, 2023.

Recommendation of Maker: Accept and adopt

M. Student Advisory Committee Items**N. Approval of Grants and other Finance Items**

To consider approval of funds to support the Early College Promise Pilot from DESE/Gates Foundation via MA Alliance for Early College in the amount of \$300,000.00.

Recommendation: Adopt on a roll call

To consider approval of funds to support the Worcester Recreational Social Program from the MA Commission for the Blind in the amount of \$32,959.56.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$2,271.00 to Wayne Alarm due to a purchase order closed in error.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$110.00 to Valley Communications for a January invoice received in July; there was no purchase order in place.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$420.00 to Gloria McKibbin for the IDEA grant work completed on June 28, 2023 and June 30, 2023.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$397.75 to Donna Krukonis for work completed in April and May of 2023.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$3,775.00 to Massachusetts Pianocraft for an invoice received in August 2023.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$599.00 to Flowlab due to a purchase order closed in error.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$11.65 to MPS, Macmillian Holdings LLC for unanticipated shipping costs.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$851.20 to Snap-On

Tools due to a purchase order error.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$4,377.06 to Partners Interpreting for June invoices received in August 2023.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$4,127.90 to Visual Edge for multiple invoices in August 2023.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$1,544.29 to the Association for Supervision and Curriculum Development due to a purchase order closed in error.

Recommendation: Adopt on a roll call

O. General Business

gb 3-215 Administration

(August 30, 2023)

To interview the Superintendent's recommended candidate for the position of Director of Special Education and Intervention Services and, if warranted, to take any related vote regarding the recommended appointment of the candidate to the position.

gb 2-298.1 Clancey

(November 9, 2022)

Request that the Administration work with the City Clerk's office to find alternate polling locations that are not within the WPS buildings.

Recommendation: Accept and file

gb 2-305.1 Kamara

(November 23, 2022)

To consider offering courses in Latin and Greek in the Worcester public high schools. The item will be reviewed by Administration with the World Language program and multilingual program review.

Recommendation: Accept and file

gb 3-157.1 Clancey

(June 1, 2023)

To consider creating a policy regarding graduation ceremonies and student participation.

Recommendation: Accept and file

gb 3-204 McCullough

(June 11, 2023)

To get an update on the AVID program in WPS including current schools, grades, activities, offerings etc.

Recommendation of Maker: Refer to Teaching, Learning and Student Supports

gb 3-205 Clancey

(August 23, 2023)

To get a report on the new pilot program of Parent Square. This report to include the plan/costs/terms associated with entering into this contract.

Recommendation of Maker: Refer to Administration

gb 3-206 McCullough

(August 26, 2023)

To review the district transportation policy regarding transportation only provided two or more miles from the assigned school. With in-house transportation, explore the ability to reduce that to less than 2 miles.

Recommendation of Maker: Refer to Finance and Operations

gb 3-207 Administration

(August 28, 2023)

To consider approval of the Vision of a Learner.

Recommendation of Maker: Refer to Teaching, Learning and Student Supports

gb 3-208 O'Connell Novick

(August 30, 2023)

Request administration consider informing and training wraparound coordinators and the Family and Community Engagement department in assisting families in applying for benefits to which they are entitled.

Recommendation of Maker: Refer to Administration

gb 3-209 O'Connell Novick

(August 30, 2023)

To amend rule 24 of the Worcester School Committee to read as follows: Any member wishing to place an item on an upcoming agenda shall send it to the Clerk, copying the Vice Chair of the Committee by the Wednesday preceding a regular meeting. *Any item filed by more than one member will be placed on the agenda under the name of the member who filed the item first.*

Recommendation of Maker: Refer to Governance and Employee Issues

gb 3-210 O'Connell Novick

(August 30, 2023)

To commit as a body and as individuals to the state school committee code of ethics contained in policy BCA.

Recommendation of Maker: To vote to commit to fully fulfilling the policy

Recommendation of Administration: Approve on a roll call

gb 3-211 Administration

(August 30, 2023)

To consider approval of the calendar for the Reports of the Superintendent for the 2023-24 school year.

Recommendation of Maker: Accept and file

gb 3-212 O'Connell Novick

(August 30, 2023)

To create a reasonable, future ready district cell phone policy.

Recommendation of Maker: Refer to Governance and Employee Issues

gb 3-214 Administration

(August 30, 2023)

To consider approval of the final list of individuals involved with the Strategic Plan Task Force.

Recommendation of Maker: Accept and file

gb 3-216 Administration

(August 24, 2023)

To approve a three year lease agreement for 6 Richards Street for additional parking spaces to serve employees and visitors of Goddard School of Science & Technology.

Recommendation of Maker: Approve

P. Announcements

Standing Committee Meeting Dates:

Teaching, Learning and Student Supports:

- September 12, 2023 at 5:00 p.m. in Room 410, Durkin Administration Building

Finance and Operations:

- September 18, 2023 at 5:30 p.m. in Room 410, Durkin Administration Building

Governance and Employee Issues:

- September 26, 2023 at 4:15 p.m. in Room 410, Durkin Administration Building

Governance and Employee Issues:

- October 3, 2023 at 4:45 p.m. in Room 410, Durkin Administration Building

Q. Adjournment

The Worcester Public Schools is an Equal Opportunity/Affirmative Action Employer/Educational Institution and does not discriminate regardless of race, color, ancestry, sex, gender, age, religion, national origin, gender identity or expression, marital status, sexual orientation, disability, pregnancy or a related condition, veteran status or homelessness. The Worcester Public Schools provides equal access to employment and the full range of general, occupational and vocational education programs. For more information relating to Equal Opportunity/Affirmative Action, contact the Human Resource Manager, 20 Irving Street

- L. Reports of the Standing Committees
Clerk
(September 7, 2023)

ITEM: AOR 3-18
S.C. MEETING: 9-7-23

ITEM:

To consider approval of the Minutes of the School Committee Meeting of July 20, 2023.

To consider approval of the Minutes of the School Committee Meeting of August 10, 2023.

PRIOR ACTION:

BACKUP:

Annex A (7 pages) contains the Minutes of the meeting held on July 20, 2023.

Annex B (3 pages) contains the Minutes of the meeting held on August 10, 2023.

RECOMMENDATION OF MAKER:

File.

RECOMMENDATION OF THE ADMINISTRATION:

File.

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

The School Committee held a meeting on July 20, 2023 in Esther Howland South Chamber in City Hall. The meeting was called to order at 4:10 p.m. There were present: Vice Chair Johnson, Member Clancey, Member Mailman, Member O'Connell Novick, Mayor Petty, and virtually Member Kamara, Member McCullough.

The School Committee began by honoring Dr. Helen Friel for her 57 years of service to the School Committee and Worcester Public Schools. Mayor Petty thanked Dr. Friel for her commitment and service. He stated that she was a great help to him when he started as Mayor, she is a great friend and he never would have been successful without Dr. Friel. Member Kamara thanked Dr. Friel for being supportive, welcoming, and encouraging when she first began working with the School Committee. She added that Dr. Friel's knowledge and encouragement were invaluable as a new member of the School Committee. Member Mailman echoed Member Kamara's statements and added that her work as an educator will not be forgotten. She stated that Dr. Friel's kindness and professionalism as a mentor and friend was invaluable. Member Clancey thanked Dr. Friel for teaching her the rules and procedures of the School Committee when she began. She added that Dr. Friel was not only a mentor but a genuine friend and that she would be missed on the School Committee.

Member Johnson thanked Dr. Friel for her support during his role as the Vice Chair. He stated that Dr. Friel's work and commitment to the Worcester Public Schools has been an inspiration to him and motivated him to continue doing the work he is doing. He congratulated her on a well deserved retirement. Member McCullough thanked Dr. Friel for her work as an educator, her support, guidance, and for her work in the School Committee. She added that Dr. Friel's knowledge, experience, and advice were invaluable in helping her be a successful and effective School Committee member. Member O'Connell Novick thanked Dr. Friel for setting a high standard for the School Committee agendas and meeting minutes. She added that, moving forward, the Committee will continue to maintain that high standard of excellence. Superintendent Dr. Rachel Monárrez echoed the statements made by the School Committee members and added that hers is a well deserved retirement. She highlighted the fact that Dr. Friel was the first woman to work at the Durkin Administration Building for many years and helped to pave the way for those to come. She added that the Committee will continue to work at Dr. Friel's level of excellence.

Dr. Friel made a statement thanking Mayor Petty, Dr. Monárrez, and the Administration she has served with as a part of the Worcester Public School District. She stated that the kindness of those she's worked with is a large part of why she continued to work past her retirement date. She worked happily but she is looking forward to embarking on the next chapter of her life, spending time with family and traveling.

The following items were taken together:

AOR 3-17 Clerk

To consider approval of the Minutes of the School Committee Meeting of June 1, 2023.

To consider approval of the Minutes of the School Committee Meeting of June 15, 2023.

To consider approval of the Minutes of the School Committee Meeting of June 30, 2023.

Member O'Connell Novick made a motion to hold the minutes for June 1st and June 5th to correct errors in the Budget section.

On a roll call of 7-0, the minutes for June 30th were approved and the minutes for June 1st and June 15th were held.

The School Committee recognised the Worcester Technical & North High School boys' track team for winning the 2023 State Vocational Championship. Those team members in attendance stated their names and the races they won. Dr. Monárrez congratulated the team on their victory and performance.

Mayor Petty made a motion to recess and move into Executive Session.

On a roll call of 7-0, the motion was approved at 4:46 p.m.

On a roll call of 6-0, the motion to reconvene in open session was approved at 6:09 p.m.

Mayor Petty made a motion to bring an item out of executive session. The motion was to waive the contract provision requiring a 90 day notice in section 5B of the employment contract for the Special Education Intervention Services Manager.

On a roll call of 6-0 (absent McCullough), the motion was approved.

c&p 3-7 Public Petition

(June 22, 2023)

To consider accepting a \$5000 scholarship for the Paul Germain Jr. Scholarship Fund.

On a roll call of 6-0 (absent McCullough), the scholarship was accepted.

AOR 3-16 Clerk

The School Committee's Standing Committee on Finance and Operations and the City Council's Standing Committee on Education met both virtually and in person on May 22nd, 2023 at 5:30 p.m.

On a voice vote, the minutes were approved.

The Standing Committee on Teaching, Learning, and Student Supports met both virtually and in person on June 12, 2023 at 5:00 pm.

On a voice vote, the minutes were approved.

The Standing Committee on Finance and Operations met in person on June 20, 2023 at 5:30 pm.

On a roll call of 6-0 (absent McCullough), the minutes were approved.

The Standing Committee on Governance & Employee Issues met in person on June 21, 2023 at 5:00 p.m.

On a roll call of 6-0 (absent McCullough), the minutes were approved.

The Standing Committee on School and Student Performance met both virtually and in person on June 26, 2023 at 5:00 pm.

On a roll call of 6-0 (absent McCullough), the minutes were approved.

The following items were taken together:

Approval of Grants and other Finance Items

To consider approval of a prior year payment for mileage reimbursement to Nicole Kazarian for \$317.95.

To consider approval of the City of Worcester/Worcester Jobs Fund ARPA Job Training Program grant in the amount of \$100,000. This Grant supports job training and job preparation programs designed to support City of Worcester residents.

To consider approval of the City of Worcester/Worcester Jobs Fund ARPA Job Training Program in the amount of \$98,328. This Grant supports the Innovation Pathways Driver Education Program.

Member O'Connell Novick asked how schools receiving funding from the Drivers Education Grants were chosen. Superintendent Monárrez responded that those schools were chosen because they are a part of the Innovation Pathways Program.

Mayor Petty made a motion to approve.

On a roll call of 6-0 (absent McCullough), the items were approved.

The following items were taken together:

gb 3-176 Administration

(June 27, 2023)

To consider approval of the Job Description for VoIP System Administrator position; position approved in the FY24 Budget.

gb 3-177 Administration

(June 27, 2023)

To consider approval of the Job Description for the VoIP IT Technician position; position approved in the FY24 Budget.

Member O'Connell Novick asked what the District has been doing since the move to Voiceover IP was made.

Tim LaGrant, Assistant Information Technology Director, responded that these two positions would be responsible for the telephone system for the entire district. He explained that the Technician position would be responsible for the "boots-on-the-ground" needs; troubleshooting phones, wiring needs, etc. The Administrator position would handle the higher level design of the architecture and structure of the Voiceover IP. He added that until now, another IT Technician has been taking on these responsibilities in addition to their regular responsibilities.

On a roll call of 6-0 (absent McCullough), the job descriptions were approved collectively.

gb 3-179 O'Connell Novick

(July 8, 2023)

To send in public comment supporting the Massachusetts draft health and physical education standards before August 28.

Member O'Connell Novick made a recommendation to the community to review the draft standards and come back with their own public comments. She also made a motion to hold this item until the next full School Committee meeting on August 17, so Committee members would have a chance to review the draft.

On a roll call of 6-0 (absent McCullough), the item was held.

gb 3-180 O'Connell Novick

(July 8, 2023)

Request the Vice-Chair conduct the election of the School Committee student member ex officio member after, and only after, *all* members of the Student Advisory Council are elected by their respective schools as per rule 54 of the Worcester School Committee; Further, request Vice-Chair conduct a random draw of Student Advisory Council members for School Committee mentors, so as to ensure the continued work of the Committee in representing all students in the district.

Member O'Connell Novick made a motion to refer this item to Vice Chair Johnson.

On a roll call of 6-0 (absent McCullough), the item was approved.

gb 3-181 O'Connell Novick

(July 8, 2023)

To consider conducting a self-evaluation of the School Committee as outlined by policy BAA in concert with the setting of 2023-24 goals for the superintendent.

Member O'Connell Novick gave further explanation on the goals of this self-evaluation noting that it would be an evaluation to look at the overall committee and evaluate how they are doing the work they are supposed to be doing. Member Mailman expressed concern that this self-evaluation may take focus and time away from other issues that the Committee could be focused on.

Member Mailman made a motion to revisit this item in January.

Mayor Petty made a recommendation to send this item to Governance and Employee Issues to get some more information about the evaluation process.

Member Clancey supported approval of this item, stating that it could help set future goals for the Committee and welcomed it being referred to the Standing Committee on Governance and Employee Issues.

Member Kamara made a motion to request more background information before moving forward with the self-evaluation process.

Mayor Petty made a motion to refer this item to Governance and Employee Issues and come back to the full School Committee with more information.

Member McCullough returned to the meeting at 6:56 p.m.

On a roll call of 6-1 (No: Mailman), the motions were approved collectively.

gb 3-182 Mailman

(July 11, 2023)

To get an update from the Administration that includes the latest data related to homelessness and housing instability experienced by our students by district if possible.

Mayor Petty asked Member Mailman to define the “district” she was referring to. Member Mailman clarified that it was the new School Committee Member Districts. Member O’Connell Novick questioned how this information would be collected and presented as the School Committee Member Districts would create very subdivided data. Dr. Monárrez asked that the Administration be allowed to pull the information they already have regarding this item and make a recommendation based on that data to ensure they are getting accurate information on unsheltered students. Member Clancey asked how this information would actually be broken down to differentiate between different categories of living situations. Dr. Monárrez responded that would be the goal of getting the data they already have first and finding out what information the district captures, how the data is collected, and where there might be holes. She added that it may be helpful to present this data by grade level.

Member Kamara asked for more information on programs that help to serve unsheltered students in the district to be included in the report back from Administration.

On a roll call of 7-0, the item was referred to Administration.

gb 3-184 Administration

(July 12, 2023)

To consider approval of the Elementary World Cultures & Language Course.

Dr. Morse explained that the creation of this position is to help meet the new contractual obligations to provide every teacher with five preparation periods. She added that the Administration wanted to fill the students’ time with something meaningful and this course would help to build an understanding among students on the differences and similarities of their backgrounds. She stated that this course is a way for the district to build a sense of belonging and understanding in grades K-6.

Member Kamara asked if this program would be a part of the overall Vision of a Learner. Dr. Morse responded that the Vision of a Learner is at the top of everything and this course would be helping students to build an understanding of the world around them. This is the first attempt at applying the Vision of a Learner concepts to a course. The Administration hopes to continue applying those concepts in future courses. Dr. Monárrez added that this is the first concrete action step to implementing the Vision of a Learner concepts to elementary schools.

Mayor Petty made a motion to approve.

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

gb 3-185 O’Connell Novick

(July 12, 2023)

To consider the reorganization of the support staff assigned to the School Committee, to include establishment of a full-time Clerk of the School Committee whose sole responsibilities shall involve work directly related to the operation of the School Committee and the conduct of its business.

Member O’Connell Novick introduced her item by thanking Dr. Friel for her service as Clerk.

She continued by stating that the School Committee needs someone prepared to take over as the Clerk of the School Committee as they need to have legal records of their meetings. The backup provided by Member O'Connell Novick was a draft of a job description.

Member O'Connell Novick made a motion to hold this item and to request that the Chair of the School Committee call a special meeting in early August to take this item including position description, any amendments the School Committee members bring forward, and to make sure it aligns with current human resource practices.

Mayor Petty asked the Governance Committee to begin outlining the process of recruitment and interviewing of candidates for the Clerk position. Mayor Petty outlined that the two different motions on the table were the following: (1) Member O'Connell Novick's motion to reorganize the School Committee office so the Clerk reports directly to the School Committee. (2) Mayor Petty's motion to start the process to find the next Clerk.

On a roll call of 7-0, the motions were approved collectively.

gb 3-186 Administration

(July 12, 2023)

To consider approval of the Innovation School Annual Evaluation Reports for submission to the Department of Elementary and Secondary Education by August 1, 2023.

Member Novick asked how the Administration is seeing the Innovation Schools and their plans as fitting into the larger vision of the district. Dr. Monárrez responded that as we get to a place of coherence, we are working to see how we can use our Innovation Plans but keep some guardrails so that we are not limiting creativity and true innovation of our schools while maintaining certain standards.

Member Mailman asked for information on where the state is going with these plans.

Mayor Petty made a motion to approve.

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

gb 3-187 Kamara

(July 12, 2023)

To review Worcester Public Schools bullying policy and data for the school year 2022-23.

Member Kamara clarified that she was looking to review the data and feedback from the policy revision from last year. Dr. Monárrez responded that the Administration would provide that data to the Committee.

Mayor Petty made a motion to send this item to the Administration.

On a roll call of 7-0, the item was sent to Administration.

gb 3-178 Petty

(June 14, 2023)

To conduct an evaluation of the Superintendent for the 2022-23 school year.

Mayor Petty read the overall results from the Superintendent Evaluation. He stated that Dr. Monárrez and her team put a good infrastructure in place for the district. He was impressed with Dr. Monárrez's professionalism, engagement with the community, students and staff, and

commended the Human Resources department for their hard work over the last year.

Members of the School Committee summarized their overall evaluations and gave explanations for their responses. Several of the members expressed a positive outlook for working with Dr. Monárrez and her administration in the years to come.

Member Mailman made a motion to have the individual evaluations put into a folder for the public to see.

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

Mayor Petty made a motion to approve the composite summative evaluations and submit them to the state.

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

Mayor Petty made a motion to recess and move into Executive Session and not return to regular session.

On a roll call of 7-0, the motion was approved at 8:04 p.m.

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

The School Committee held a meeting on August 10, 2023 in Esther Howland South Chamber in City Hall. The meeting was called to order at 6:00 p.m. There were present: Vice Chair Johnson, Member Clancey, Member Mailman, Member O'Connell Novick, Mayor Petty, and virtually Member Kamara, Member McCullough.

Mayor Petty made a motion to recess and move into Executive Session.
On a roll call of 6-0 (absent Johnson), the motion was approved at 6:06 p.m.

At 6:50 p.m., The roll call to reconvene in open session was approved.

To conduct strategy sessions in preparation for negotiations with nonunion personnel and/or to conduct negotiations with nonunion personnel – Superintendent of Schools, Dr. Rachel H. Monárrez.

On a roll call of 6-0 (absent Johnson), the motion was approved.

Mayor Petty made a motion to approve the Executive item.
On a roll call of 6-0 (absent Johnson), the motion was approved.

gb 3-185.1 O'Connell Novick
 (July 12, 2023)

To consider the reorganization of the support staff assigned to the School Committee, to include establishment of a full-time Clerk of the School Committee whose sole responsibilities shall involve work directly related to the operation of the School Committee and the conduct of its business.

Mayor Petty recommended that the word "evenings" be added under the flexibility section of the job description. He stated that the two year evaluation could be done a number of ways and should be discussed further.

Member Clancey asked who the Clerk would report to in regards to the daily operations of the position. Mayor Petty responded that the position typically responds to the School Committee as a whole body rather than an individual.

Member Kamara asked if language can be added under the "Reports To" section to include the School Committee members. Mayor Petty responded that the section should include the Mayor and the Vice Chair of the School Committee. Member Kamara suggested adding a section that contains "Other Duties" that would include creating a new system of Agenda development and item storage that is more user friendly and organized.

Mayor Petty asked if someone with all the other qualifications but may not have worked in a school district could still be eligible for the job. Member O'Connell Novick responded that, in her opinion, having familiarity with School Operations is important for this role. She explained that the reason for having the Clerk report to the Vice Chair is that the Vice Chair

is someone the School Committee members selected to represent the Committee as a whole. She recommended adding "Reports to the Vice Chair of the Worcester School Committee on behalf of the Full School Committee" as well as including the full committee as a part of the two year evaluation of the Clerk because it is a position that works for the whole body. She also recommended that the job description be posted with the salary to help emphasize the level of importance this position will carry.

Member O'Connell Novick made a motion to post the job description, provided that Human Resources confirms that there is enough information in the job description.

Member McCullough asked if the item could be held until next week when all the School Committee members are able to attend.

Member Mailman shared Member O'Connell Novicks urgency in getting the job description approved and posted as quickly as possible and asked for clarification on the evaluation timeline for this position. Mayor Petty explained that there was a two year term for the position and an evaluation once a year. She recommended that the language under the job description be changed to "preferred" rather than "required experience" and asked if the Administration needed any additional staff while they search for someone to fill the position. Superintendent Monárrez responded that the staff currently in place is working hard and doing a very good job but they were open to a temporary fill in for the position. She added that the Administration could begin to tackle some of the work that was intentionally put on hold because the Strategic Support Coordinator, Ashley Gaboriault, has been helping out with School Committee work. She emphasized that the position would need to be temporary and not a current staff member.

Member Mailman seconded Member O'Connell Novicks Motion.

Mayor Petty listed the following amendments:

- Under the Job Description: Replacing "required" with "preferred" in regards to being familiar with School operations
- Under the Reports To section: Changing the language to read: "Reports to the Vice Chair of the School Committee on behalf of the entire School Committee."
- Under the Performance Responsibilities section: Adding "Other duties", which include creating a new system of Agenda development and item storage that is more user friendly and organized.
- Adding "evenings" to the flexible working hours for clarification
- Adding a nondiscrimination policy

Mayor Petty made a motion to hold the item until next week 4-2 (No O'Connell Novick, No Mailman, absent Johnson), approved.

Member O'Connell Novick asked for clarification on the process on this item. She asked how long the job description should be posted for, where it would be posted and how long after that could they expect a final list of candidates from the Standing Committee of Governance and Employee Issues. Chief People Officer, Yeu Kue, stated that jobs are typically posted for two weeks but it could be held longer if the Committee preferred. She added that it usually goes to School Spring and then several other channels from there. Member O'Connell Novick recommended posting the job description on the Massachusetts Municipal Association website and that the job be posted for 3 to 4 weeks. Dr. Monárrez stated that the administration would follow the same procedure for posting this job as they would with any other position as well as posting to any additional locations that the Committee may recommend. Member Kamara recommended posting to culturally diverse spaces to reach a wider audience.

On a roll call of 6-0 (absent Johnson), the meeting was adjourned.

L. Reports of the Standing Committees
Clerk
(September 7, 2023)

ITEM: AOR 3-19
S.C. MEETING: 9-7-23

ITEM:

To consider approval of the Minutes of the Governance and Employee Issues Meeting of August 23, 2023.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains the Minutes of the meeting held on August 23, 2023.

RECOMMENDATION OF MAKER:

File.

RECOMMENDATION OF THE ADMINISTRATION:

File.

OFFICE OF THE SCHOOL COMMITTEE
 WORCESTER PUBLIC SCHOOLS
 20 IRVING STREET
 WORCESTER, MA 01609

The Standing Committee on GOVERNANCE AND EMPLOYEE ISSUES met on August 23, 2023 in Room 410, DAB. The meeting was called to order at 4:07 p.m. by Chairperson Clancey. There were present: Member Johnson and Chairperson Clancey. Member McCullough attended virtually. There were also present Superintendent Dr. Monárrez, Deputy Superintendent Allen and Chief People Officer Dr. Kue.

gb 3-185.2 O'Connell Novick
 (July 12, 2023)

To consider the reorganization of the support staff assigned to the School Committee, to include establishment of a full-time Clerk of the School Committee whose sole responsibilities shall involve work directly related to the operation of the School Committee and the conduct of its business.

Dr. Kue reported that the advertisement for the position of Clerk of the School Committee involves efforts to cast a wide net, working with the Equity Office accessing all affinity groups to broaden the reach of the search as much as possible. She is ready to proceed immediately with the four-week posting pending committee consent of the process outlined at the August 23rd School Committee meeting.

Member McCullough said she appreciates Human Resources having a first set of eyes on the applications. Chairperson Clancey agreed. She anticipates that the first review of applications would be in an Executive Session of this Committee to narrow down the number of applicants who would then become finalists in an open session of the full School Committee.

Member Johnson asked to know if there was a certain number of applicants being sought. Chairperson Clancey said that depends on the number of applicants who are qualified.

Chairperson Clancey confirmed the 3-4 week timeline for posting and that the MASC section for other postings be included in Dr. Kue's wide net. Dr. Kue confirmed that is included and that she will report to the Committee by September 13 concerning the numbers of applicants.

Member McCullough asked if this information would be shared in an Executive Session. Dr. Kue stated that just the number of applicants and the number of qualified applicants will be shared at that time.

Chairperson Clancey then confirmed that a timeline will be formulated after that, and then, to reconvene to review the applicant pool.

The Committee members expressed support and thanks to Dr. Kue in steering the committee in this process and voiced support in getting the job opening advertised.

On a roll call of 3-0, the item was held.

ros 3-1.4 Administration

(January 5, 2023)

To approve the Superintendent's Strategic Plan/Goals.

Mr. Allen, in stating that it has taken some time to get this off the ground, reviewed with the Committee the Strategic Planning Task Force timeline dates moving into September and October noting that the sessions shall take place at the Hanover campus at 440 Lincoln Street. He also highlighted efforts to develop elements to make up the Strategic Plan and to expand and vary the membership of the Task Force.

Chairperson Clancey voiced interest in learning the total number of participants being sought. Mr. Allen responded, stating the goal number is 40 individuals, including School and District Leadership, but, that agreeing to participate involves a time commitment.

In continuing to review the timeline, he reviewed the full-day and half-day sessions for September dates aiming to have the results of the sessions reported to the Steering Committee by October 30 and approved by the School Committee by the end of December.

He intends to keep the full Committee and the Governance and Employee Issues Committee informed.

Member McCullough stated that she appreciates the efforts to ensure diversity in updating the participants on the Task Force.

Chairperson Clancey requested to know how many intended participants remain to be confirmed. Mr. Allen said that there are ten left to add and that he appreciates help coming in from across the community.

Chairperson Clancey questioned the membership of the Steering Committee. Mr. Allen confirmed that the Steering Committee includes the Chair and Vice Chair and Cabinet Members.

Chairperson Clancey also noted that her committee meeting dates align with the activity of the Strategic Planning Task Force.

Committee Members voiced their support for these efforts and confirmed their support for the process and timeline.

On a roll call of 3-0, the item was held.

On a roll call of 3-0, the Chairperson's motion to adjourn was approved.

O. General Business
O'Connell Novick
(May 20, 2022)

ITEM: gb 3-139.1
S.C. MEETING: 6-1-23

ITEM:

To set a date to recognize Brian Allen, John Hennessey, Mike Freeman, Sara Consalvo, and the Worcester Public Schools' Transportation Department for their 2023 Massachusetts Association of School Business Officials Donald D. Johnson Operational & Cost Efficiency Award on the successful move to full district operated student transportation.

PRIOR ACTION:

6.1.23: Mayor Petty made a motion to approve the consent agenda.
On a roll call of 7-0, the items were approved collectively.

BACKUP:

RECOMMENDATION OF MAKER:

To set a date.

RECOMMENDATION OF THE ADMINISTRATION:

Concurs.

meet
THE NEW
Leadership



WORCESTER
PUBLIC SCHOOLS



new
STAFF

Wilson Aybar, Assistant Principal, Doherty Memorial High

Keefe Bangert, Assistant Director, Educational Technology

Patrick Barry, Assistant Coordinator, Buildings and Grounds

Kellie Becker, Assistant Principal, Burncoat High

Peter Bowler, Dean of Students, Doherty High

Christina Brunelle, Assistant Principal, Columbus Park

Yaribel Campos, Assistant Principal, Woodland Academy

Jennie Caplan, Assistant Principal, North High

Ryan Connor, Assistant Principal, Burncoat High

Samantha D'Angelo, Coordinator Culinary Operations

Tara Dexter, Assistant Principal, Midland Street School

John Donahue, Assistant Principal, Quinsigamond Elementary

Patricia Donovan, Assistant Principal, Flagg Street School

Caleb Sandoz Encarnacion-Rivera, Director of Cultivation and Recruitment

Anne Marie Faiola, Assistant Principal, West Tatnuck Elementary

Daniel Falcucci, Dean of Students, Burncoat High

Julianne Gamache, Director of Career Vocational and Technical Education

Marcus Gregory, Assistant Director, Athletics

Ryan Hacker, Assistant Director, Facilities

Cindy Homan, Assistant Principal, Nelson Place



new
STAFF

Raquel Hammond, Nutrition Coordinator of Operations, Initiatives, and Quality Assurance

Allyson Houlihan, Assistant Principal, South High

Chris LaBreck, Coordinator, Challenge and Reach

Angelina LaRose, Assistant Principal, Lake View School

Booker Lester, Assistant Principal, Claremont Academy

Daniel Little, Dean of Students, South High

Christine Lloyd, Assistant Principal, Burncoat Prep

Emmanuel Lokko, Assistant Principal, Worcester East Middle

Yolanda Lopez, Assistant Principal, Union Hill

Michelle Maloney, Assistant Principal, Worcester Arts Magnet

Judith Murphy, Assistant Principal, Forest Grove Middle

Richard Nieves, Assistant Principal, Grafton Street School

Luis Ojeda, Assistant Principal, University Park Campus School

Ann Ortiz, Coordinator, Alternative School at St. Casimir's

Kevin Peloquin, Coordinator, Buildings and Grounds

Al Pettway, Dean of Students, North High

Dr. Renah Razzaq, Assistant Principal, Doherty Memorial High

Rachel Savage, Assistant Principal, Wawecus Road School

Michael Thibodeau, Assistant Principal, Sullivan Middle

Edward Walker, Dean of Students, Worcester Technical High

▶ Wil Aybar has been a part of the Worcester Public schools for 23 years. He started as a Spanish teacher in the middle school level then High school and now, an acting assistant principal at Doherty Memorial High School.

▶ Wil loves to educate and communicate with students and the whole community. After school he continues to relate to students at a coaching level as he is the head diving coach for Holy Cross as well as director of Central Mass diving.

▶ He lived in Spain as for 2 years and remains true to the Spanish culture for which he brings with him everyday to the Worcester public school community.

▶ In his spare time, Wil loves to play instruments as well as travels with his two children every chance he gets.



Wil
AYBAR

**Assistant Principal,
Doherty Memorial High School**

▶ Keefe has worked for Worcester Public Schools since 1997. The majority of his career has been as a teacher of students who are visually impaired or blind during which time he had the opportunity to work with students, teachers and staff in almost all of the 53 locations of the district.

▶ Through this experience he learned to appreciate the power of effective multi-disciplinary collaboration and creative problem solving in the service of the needs of the student. He also learned to appreciate the opportunities for equity and access that technology can offer. Other roles he's held include special education department head and, more recently, instructional coach for ed tech.

▶ Keefe enjoys trying new recipes, working in his yard, and pushing buttons to see what happens.



Keefe
BANGERT

**Assistant Director,
Educational Technology**

▶ Kellie is entering her 20th year as an educator in the Worcester Public Schools. Her passion is providing access and opportunity for all students as they grow in their educational journey. She has had the pleasure of teaching and learning from students at Burncoat High School, guiding them at North High School, and now, leading students and staff back at Burncoat High School.

▶ As an Adjunct Professor at Holy Cross, she is able to help students gain real life experiences in and out of the classroom while connecting them to WPS. She is grateful for every experience thus far.

▶ She loves to run, cook, and gather with family and friends. She believes in an equal part of work and play. Her husband and their three daughters provide her with my greatest joy in life and have taught her the true meaning of happiness. She is so excited for this new adventure!



Kellie
BECKER

**Assistant Principal,
Burncoat High School**

▶ Peter is a proud graduate of Doherty High and his teaching career began in 1993 in WPS teaching math and science. In 1999 he accepted a guidance counselor position at Doherty. 6 years later, he was appointed assistant principal at Doherty, a position he has proudly held for the past 18 years. He recently kicked off his 25th year working at Doherty.

▶ In his time working as an assistant principal, he created the school's annual master schedule, served in the role of Acting Principal, and had the pleasure of building wonderful relationships with thousands of present and former Doherty students.

▶ Peter and his wife Carrie are the parents of 3 children, all of whom attend the WPS. In his spare time you will likely find him at any one of several local hockey rinks coaching or watching his children play on their various hockey teams.



Peter
BOWLER

**Dean of Students,
Doherty Memorial High School**

▶ Christina is a graduate of WPS. She started her career in the Nauset school system as a volunteer when her children were young, substitute taught, and then moved into a Title 1 reading tutor role. During that time she completed her degree in Psychology and decided to pursue her masters in Elementary Education.

▶ Christina started as a long term sub at Clark Street School in 4th then 3rd grade then moved to Lincoln street for 8 yrs. She completed the WPS administration cohort and obtained her license which led her to the opportunity to move to Columbus Park as the FIC and, now, her current role.

▶ She is excited to have created good relationships with teachers, students and parents. She enjoys spending time with her students every day and looks forward to the great times ahead.

▶ In her spare time she loves to spend time with family, going to the beach and walking her 3 dogs.



Christina
BRUNELLE

**Assistant Principal,
Columbus Park School**

▶ Yaribel Campos has been a part of the Worcester Public Schools for 27 years: as a student, a parent, a 4th-grade teacher at Belmont Elementary School, a 5th-grade bilingual teacher at Chandler Magnet, and, now as an Assistant Principal of Woodland Academy.

▶ Yaribel brings a wealth of knowledge and fresh perspectives to the school's leadership team. Her fluency in two languages nurtures strong connections within the community. Her approachable demeanor and effective communication skills make her a natural bridge between students, teachers, and parents. With a focus on fostering a positive and inclusive school environment, Yaribel is dedicated to promoting a culture of respect, collaboration, and equity where every individual feels valued and understood.

▶ In her spare time, Yaribel enjoys spending time with her family and collecting plants.



Yaribel
CAMPOS

**Assistant Principal,
Woodland Academy**

▶ Jennie Caplan has been a part of the Worcester Public Schools for 38 years as: a preK-12 student, a mathematics teacher at both North High School and Worcester Technical High School, a Focused Instructional Coach at Chandler Magnet, and most recently as an Assistant Principal.

▶ Jennie is entering her 18th year working for Worcester Public Schools. While her passion has always been mathematics, she absolutely loves being an Assistant Principal. This year Jennie is very excited to return to North High School as an Assistant Principal as that is where she began her career within the Worcester Public Schools 17 years ago.

▶ In her spare time, Jennie enjoys traveling, spending time with family and friends, and watching basketball, as she is a die-hard Boston Celtics fan.



Jennie
CAPLAN

**Assistant Principal,
North High School**

▶ Samantha D'Angelo has been a school nutrition professional for ten years with experience in both contract and private food service operations. Samantha has experience with state and federal program regulations as well as a Master's degree in Nutrition Education.

▶ Samantha enjoys working with school nutrition professionals to develop their skills to provide quality meals and improve employee longevity. She finds joy in improving systems, as well as coordinating and planning projects. She looks forward to visiting school sites this year and helping to support school nutrition staff throughout the year.

▶ Samantha was recently certified as a School Nutrition Specialist with the School Nutrition Association.

In her spare time, Samantha loves spending time trying new globally inspired food, and watching her children's sports events.



Samantha
D'ANGELO

**Coordinator of Culinary
Operations**

▶ Tara Dexter has been part of the Worcester Public Schools for nearly 20 years. Her roles range from Instructional Assistant, Long Term Sub, STEP teacher, Kindergarten Teacher and Focused Instructional Coach. Tara is now the Assistant Principal at Midland Street School.

▶ Tara earned a second Masters in Educational Leadership and the Graduate Medallion of Academic Excellence from Worcester State University. Tara is featured in "When I Started Teaching, I Wish I Had Known..." by Carol Pelletier Radford.

▶ Tara has helped to transition the culture of Midland Street School to be inclusive of a community voice; where staff and students feel heard and valued.

▶ Beyond work, Tara produces snow day videos with her fiancé Ish Tabales and cherishes spending time with their children—Justin, Ty, and Isabel—and of course, their dog, Bruno.



Tara
DEXTER

**Assistant Principal,
Midland Street School**

▶ John Donahue has been a member of the Worcester Public Schools for the last twelve years. A graduate of Clark University, he began his career as an Instructional Assistant before moving on to work as a Special Education Teacher.

▶ He is excited to now move into the position of assistant principal at Quinsigamond, where he has taught in the STEP program he helped establish for the past six years. As a proud father of two, with one daughter currently enrolled in the Worcester Public Schools, he understands firsthand the importance of fostering a nurturing and inclusive learning environment. He looks forward to working with the school leadership team to continue to inspire students and teachers to achieve excellence.

▶ In his spare time, John enjoys fly fishing as well as hiking with his family and bird dog.



John
DONOHUE

**Assistant Principal,
Quinsigamond Elementary**

▶ Patti Donovan has been an employee of the Worcester Public Schools for the past ten years. Entering as a Physical Education teacher after a career change from Human Services where she held various administrative roles over the years all of which were aimed at improving the lives of children, youth, and individuals with disabilities. Her time included 10 years as an administrator, five of which as an Executive Director of an operation that served over 500 individuals across Massachusetts.

▶ Patti earned her second masters degree in School Leadership and Administration in 2022 through Worcester State University with the intent at blending her skills and experience from human services with those developed while an educator. Being a proud graduate of WPS as well as a parent of a WPS student adds to her passion for her work on a daily basis.



Patti
DONOVAN

**Assistant Principal,
Flagg Street School**

Caleb Sandoz Encarnacion-Rivera has worked as an educator, youth worker, program developer, consultant, and social justice advocate, directing and leading numerous leadership development, civic engagement, activism, racial justice, and education programs throughout New England and internationally.

Caleb is a proud Worcester native raised in the city's Main South neighborhood. He attended the Worcester public schools from K-12, eventually beginning his teaching career in Worcester Public Schools at South High Community School, where he taught history. In addition to teaching in Worcester, Caleb was the lead dual language teacher at Central Falls High School in Central Falls, Rhode Island; he taught all social studies content for grades 9-12 in English and Spanish, serving primarily newly arrived refugee and immigrant students from all over Latin America. Beyond the classroom, Caleb has also held various roles in K-12 administration. He served as the Dean of Students of the Paulo Freire Social Justice Charter school in Chicopee and, most recently, was the Regional School District Director of Diversity, Equity, and Inclusion for the Wrentham, Plainville, and Norfolk Public Schools, as well as the King Philip Regional School District in the metro west area of Massachusetts.

Caleb also has higher education teaching experience as an adjunct professor at Worcester State University and Clark University. As an adjunct instructor of education at Brown University, Caleb was a coach and evaluator for graduate students in the university's Master of Arts in Teaching program.

In addition to his work as an educator in the United States, Caleb has years of global education experience in multiple countries across the globe. Some examples are his work as an educator in Namibia, where he collaborated in leading and designing decolonization programming with local students, critically dissecting, analyzing, and deconstructing colonial narratives of racial identity in post-apartheid Namibia. In Vietnam, he consulted for American Study, an international education company around college access for international students.

Caleb holds a Master's Degree in Education Policy and Management from Harvard University, a Master of Arts in Teaching from Clark University, and a Bachelor's degree in International Development and Social Change from Clark University.



Caleb

SANDOZ ENCARNACION-RIVERA

**Director of Cultivation and
Recruitment**

▶ Anne Marie has been part of the Worcester Public Schools for 45 years. She loved her elementary school years at Mill Swan School. There, she developed friendships with her life skills peers and this experience had a profound effect on her. As a kid, she went to Camp Windy Hill with her dad and played with the Windy Hill campers. Our leader, Mr. Campbell, and all the teachers truly made it fun with songs, cheers, and lots of laughs. This was a great time in her life.

▶ As a young adult, she went on to work at Camp Joy, another wonderful camp for all special education children. She finds it amazing that today at West Tatnuck she has colleagues who shared both of these experiences with me so many years ago. She knows that is why West Tatnuck is such a special place for her and she loves interacting with all the students in our amazing school community.



Anne Marie
FAIOLA

**Assistant Principal,
West Tatnuck Elementary**

▶ Dan Falcucci is now in his 13th year at Burncoat HS. For 11 he was a *Math Teacher*, and he spent last on assignment as the *Grade 9 Success Coordinator*. This will be his first year as *Dean of Students*.

▶ Dan believes in high expectations and equitable practices for all learners. He feels getting students to quickly experience success in the classroom is not only vital to their sense of belonging, but also to their own self belief.

▶ Dan is excited for his new role, which will allow him to expand upon the success and support he was able to bring *Grade 9* last year. Dan is a former *AP Stats Teacher* who has been recognized as a *Mass Insight Partner in Excellence*. Outside of school,

▶ Dan can be found spending time with his wife, Julie, and their four kids, Liz, Gavin, JD, and Robby. He is an avid golfer, and loves watching all his boys play soccer.



Daniel
FALCUCCI

**Dean of Students,
Burncoat High School**

▶ Julieanne is entering her 27th year as an educator. A graduate of UMass Amherst Hospitality Management program, her early professional pathway took her to Europe. After several years in the hospitality industry she looked to share her passion and to encourage career success in others.

▶ She began her educator career as a culinary arts technical assistant and has held positions as exploratory instructor, Special Education liaison, culinary arts and hospitality management instructor. Her varied career path has allowed her to work in several school districts and she comes to Worcester having most recently been the Director of Career & Technical Education at Weymouth High School.

▶ Julieanne enjoys building relationships with staff and students to support growth. Her educational philosophy is student first. She is excited to join Worcester Public Schools and looks forward to helping our Career Vocational Technical Education programs grow.



Julieanne
GAMACHE

**Director of Career Vocational
and Technical Education**

▶ Marcus began working as Asst. Director of Athletics for the WPS in athletics part time in the months of May and June, and started working full time in this role on July 1, 2023. Transitioning from a Teacher at Worcester East Middle School in the Structured Therapeutic Education Program, Marcus enjoys helping kids develop and learn how to accomplish their goals through their own unique paths.

▶ Marcus has a background in athletics as a former Director of Athletics and Coach in Farmville, VA for many years. After moving to Massachusetts almost 10 yrs ago, Marcus completed his Masters in Business Administration at Assumption College; and went on to work as a staff accountant and program manager for multiple top businesses in Massachusetts.

▶ Marcus' wife is a native of Worcester, and they have two children who attend WPS .



Marcus
GREGORY

Assistant Director of Athletics

▶ Ryan Hacker has been a member of the WPS family for nearly 25 years, first a pre-k thru 12 student, later an IT Dept. part-time employee, and previously Treasurer of Support Our Fine Arts, Inc. (SOFA). Ryan is also the son of a 30+ year career WPS custodian.

▶ Ryan holds a BFA, Architecture from Mass. College of Art & Design, and an MS, Facilities Management from Mass. Maritime Academy.

▶ Prior to returning to WPS, Ryan spent 10+ years at UMass Medical School, employed in their Facilities Engineering & Construction Division.

▶ Ryan serves as the president of the board of ArtsWorcester. Outside of the arts, he is a member of Worcester Box 4 Special Services, which provides incident support to first responders throughout central Mass. Ryan shares a home with his wife Kendra and their English Springer, Milo, right here in Worcester.



Ryan
HACKER

Assistant Director of Facilities

▶ Raquel has joined the Worcester Public Schools Nutrition Department because she is passionate about ensuring that nutritious, wholesome, and quality foods are available to all students each day for breakfast, lunch, snack, and supper programs throughout all WPS schools and programs.

▶ Raquel works collaboratively with students and culinary staff to provide new and exciting food offerings throughout the school year. She leads nutrition staff and all kitchen operations to ensure quality and safety of all meals served.



Raquel
HAMMOND

**Coordinator of Culinary
Operations, Initiatives, and
Quality Assurance**

▶ Ally Houlihan has been a member of the Worcester Public Schools for the past 28 years; as a student, para educator, long term sub, teacher and now assistant principal at South High.

▶ Ally is a dedicated educator who believes in taking an asset based approach when it comes to working with both students and adults. She knows that good systems and even better teams are the keys to success in large high schools. Ally is excited about her new role and ready to do the hard work to ensure our students get the very best.

▶ Ally enjoys spending time with her two young daughters, Ella and Rory, and has recently been convinced by her husband to take up golf.

▶ Together, No Limits! Go Colonels!



Ally

HOULIHAN

**Assistant Principal,
South High School**

▶ Christopher LaBreck has been in education for the last 26 years, starting his career at Sullivan Middle School here in Worcester. He has been a special education teacher, team chair, Assistant Principal, and most recently Principal of Chocksett Middle School in Sterling for the last eight years.

▶ Chris lives by the mantra “what’s best for kids?”. This guiding principle is at the heart of all decision making, both on a daily basis and when planning long term. Chris is a school leader who embraces a collaborative approach to problem solving and school improvement and he is passionate about innovative instruction and student engagement.

▶ Chris is the proud father of two college aged students and in his spare time he is an avid hiker/runner.



Chris
LABRECK

**Coordinator,
Challenge and Reach**

▶ Dan Little is a proud former Worcester Public School student, attending Flagg St. Elementary School and Forest Grove Middle School. He has also had the opportunity to work for the Worcester Public Schools for the last 11 years at South High School (serving as a Math Teacher and Math Department Head). In addition, he is a Worcester Public School parent to two children that are students at Flagg St. School.

▶ Dan is a strong believer in collaboration and a team first approach when it comes to working in education. Dan is passionate about helping students work toward their potential and empowering them to believe in themselves.

▶ Dan enjoys spending time with his wife and three children, often attending or coaching his kids' sports teams. Dan is also a high school football and basketball referee.



Dan
LITTLE

**Dean of Students,
South High School**

▶ Christine Lloyd has been a part of WPS for 18 years as a parent, 7&8 Grade Science Teacher at Sullivan Middle School, Focused Instructional Coach, Biology and Applied Science teacher at Worcester Technical High School, 5&6 grade Math and Science teacher at Tatnuck Magnet Elementary School, Summer School Director, Site Administrator, Robotics Coordinator, Acting Assistant Principal at Forest Grove Middle School and Districtwide Science Liaison. Christine currently serves as the Assistant Principal at Burncoat Prep Elementary.

▶ Christine is a collaborator and highly organized. Leading adults and scholars to growth in various areas is what she loves to do. No matter of the teams are large or small, she knows the value in respecting everyone's lenses.

▶ In her spare time, Christine enjoys soaking up the sun and traveling with her family.



Christine
LLOYD

**Assistant Principal,
Burncoat Preparatory School**

▶ Yolanda has been a part of the Worcester Public Schools for 18 years as: a secretary and substitute teacher at Woodward Day School, a wraparound coordinator, and now Assistant Principal at Union Hill School. She was born in Dominican Republic and raised in Brooklyn, NY. She is a Worcester state Alumni and has been a Worcester resident for over 20 years.

▶ Yolanda was awarded non-instructional staff of the year and is proud to serve the students and families in our community. She is committed to all WPS students and loves to provide positive influence to our youth. She will continue to grow and collaborate with our community to promote success to all students.

▶ Yolanda loves spending time traveling to the Caribbean with her husband and their two young children, Jacoby and Jolene. They love to attend basketball games and give back to their community by being hands-on and present.



Yolanda
LOPEZ

**Assistant Principal,
Union Hill School**

▶ With over 20 years of service, Michelle Maloney began her career as a classroom teacher, first with Worcester Child Development Head Start and then as a fourth grade teacher. She later transitioned into a Focused Instructional Coach and is now the Assistant Principal at Worcester Arts Magnet School.

▶ One of the most rewarding aspects of her work has been witnessing the growth of students over time. Michelle believes in the importance of imparting knowledge but also fostering critical thinking, and encouraging a love for learning. As she engaged with students both inside and outside the classroom, she saw their confidence blossom and their horizons expand.

▶ Michelle loves to spend time with her two beautiful daughters Riley and Avery, her husband Steve, and their dog Max.



Michelle
MALONEY

**Assistant Principal,
Worcester Arts Magnet**

▶ Judith Murphy was born and raised in Worcester. After graduating from Doherty Memorial High School she worked in the cooperative setting before joining the Worcester Public Schools as a middle school math teacher in 2000. Judy was a middle school math teacher, math department chair, lead teacher, and a focus instructional coach.

▶ After working as an acting Assistant Principal for part of last year, Judy is excited to continue working with students, families, and staff this year in the Assistant Principal role.

▶ Outside of school you can find Judy sharing the Word of God through teaching mid week Bible study and leading spirit filled worship at her church on Sundays.



Judith
MURPHY

**Assistant Principal,
Forest Grove Middle**

▶ Renah has been at Doherty Memorial High for 21 years where she has been a Math and Computer Science teacher, as well as the Department Head since 2011.

▶ Worcester Public Schools is a big part of Renah's family. Her husband, Zack, works for WPS IT and they are the proud parents of two Doherty graduates, who are now WPS educators.

▶ Renah has taught courses at WPI and Holy Cross and continues to teach math at Worcester State since 2010.

▶ When she is not teaching, Renah likes her daily Wordle and Worldle and loves to visit her family in Palestine whenever she can.



Renah
RAZZAQ

**Assistant Principal,
Doherty Memorial High**

▶ Rachel has been a proud educator in the WPS for the past thirteen years. For the majority of that time she served as a TMSN for the turnaround initiative at Union Hill, supporting students to close literacy gaps at an accelerated rate. Prior to moving into her current role, she helped to spearhead the school-wide reading intervention system at CMS, supporting the students and educators in earning the districts' highest academic growth in reading for the 21/22 school year.

▶ Rachel also holds a degree in Music and serves as Director of the Children's Theater Program at the local, non profit, WCLOC Theater Co. where she also serves as Vice President.

▶ Rachel believes in the power of a team as well as supporting students and educators to unlock their maximum potential, and is exceedingly motivated to move to this next chapter and challenge!



Rachel
SAVAGE

**Assistant Principal,
Wawecus Road School**

▶ Michael Thibodeau began his teaching career in the Worcester Public Schools as an elementary music teacher. He left K-12 for a role in higher education at his alma mater, Clark University.

▶ After a few years, Thibodeau returned to WPS as a music teacher at North High School. He transitioned to teaching English at Burncoat High School, becoming the department head. From there, he became an assistant principal at Forest Grove Middle School where he worked for four year.

▶ This year, Thibodeau has transitioned to Sullivan Middle School where he will continue work as an assistant principal. Thibodeau lives in Worcester with his partner, also a WPS employee, and their four children who attend four different Worcester Public Schools- Burncoat High School, Burncoat Middle School, Forest Grove Middle School and Flagg St. Elementary School.



Michael
THIBODEAU

**Assistant Principal,
Sullivan Middle School**

▶ Edward is a life-long educator, serving as an Acting Director of Multicultural Recruitment, Director of Alumni Relations, Associate Director of College Counseling, Guidance Counselor, Dean of Students and an Independent Education Consultant.

▶ Ed is an established JEDI (Justice, Equity, Diversity and Inclusion) educator that offers professional learning opportunities to support equity and success for all students. He facilitates workshops, courses, and seminars grounded in multicultural, anti-racist, and culturally responsive education initiatives for faculty and staff.

▶ To date, Ed has worked with hundreds of educators in over twenty-five districts, serving students, faculty and staff in over thirty schools. His true FULL-time job is as husband to Bonnie and father to Tiauna, Takiyah, Kristine, and little Edward Walker.



Edward
WALKER

**Dean of Students,
Worcester Technical High School**

K. Report of the Superintendent
Administration
(September 7, 2023)

ITEM: ros 3-13
S.C. MEETING: 8-17-23

ITEM:

From Here, Anywhere... Together: 2023-24 Superintendent Preliminary Goals
Rachel H. Monárrez, PhD

PRIOR ACTION:

BACKUP:

Annex A (10 pages) contains the powerpoint presentation.

RECOMMENDATION OF MAKER:

To approve.

RECOMMENDATION OF THE ADMINISTRATION:

To approve.

Welcome Back School Year 2023-24

Report of the Superintendent
September 7, 2023

From Here, Anywhere....

Together



WORCESTER
PUBLIC SCHOOLS

Expected Outcomes

School Committee Members will:

1. Receive an overview of the opening of the school year
 - a. Glows
 - b. Opportunities for Systems Improvement

2. Receive an update on the following data sets:
 - a. Preliminary Student Enrollment
 - b. Educators Hired
 - c. Black, Indigenous, People of Color (BIPOC) New Hires

3. Receive an update on newly hired school administrators

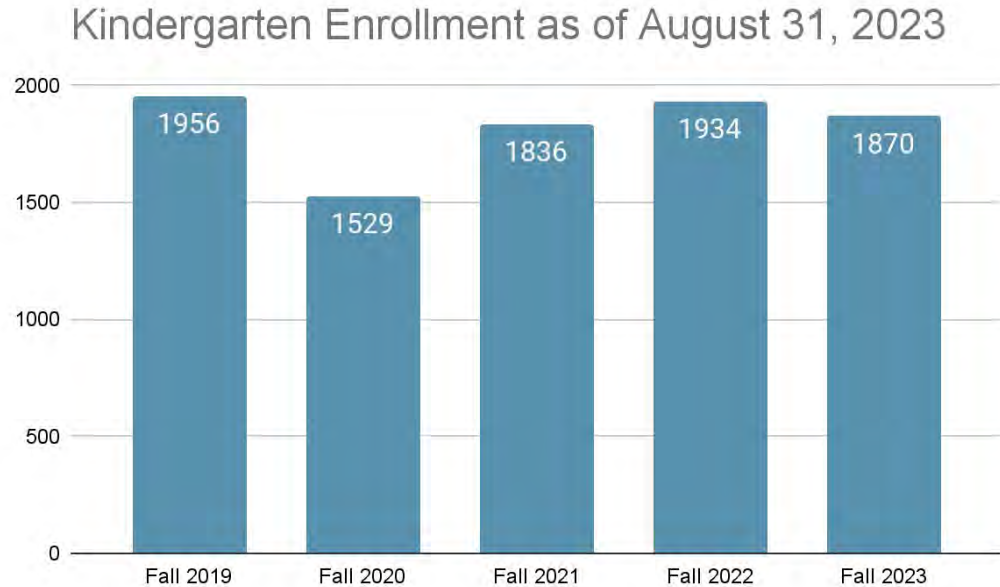


First Day Of School

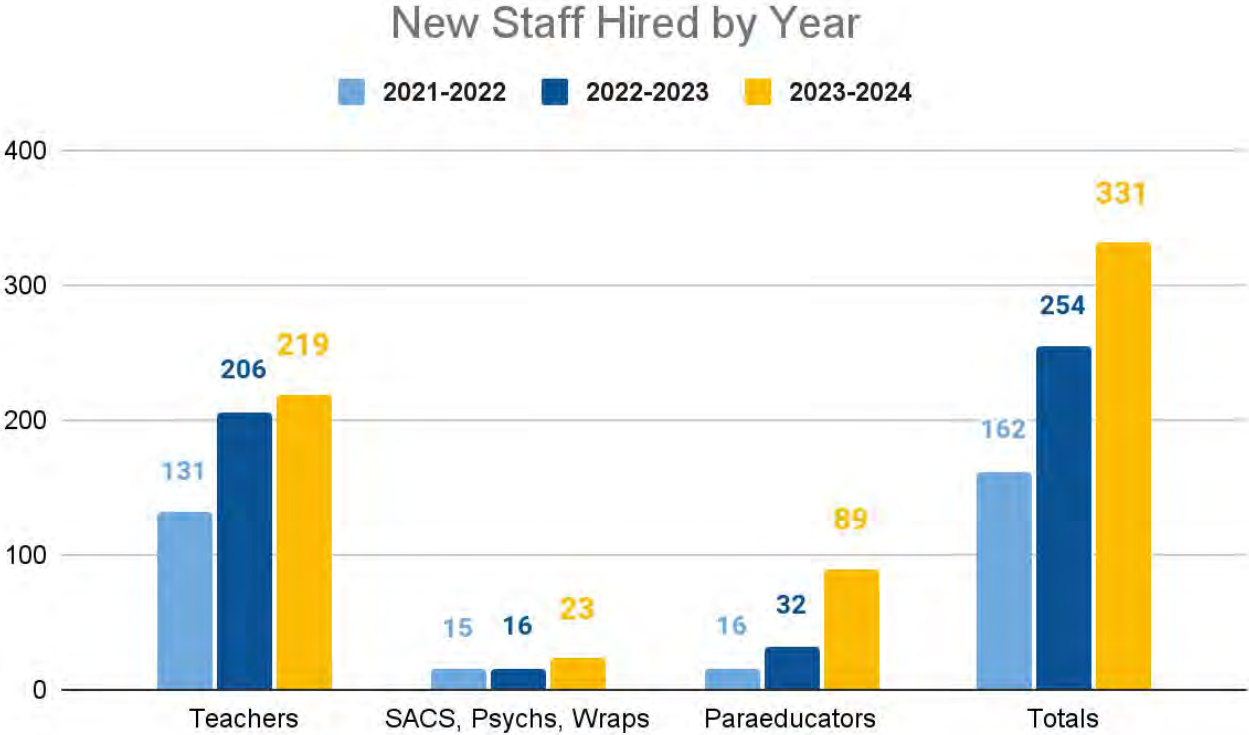


Preliminary Student Enrollment

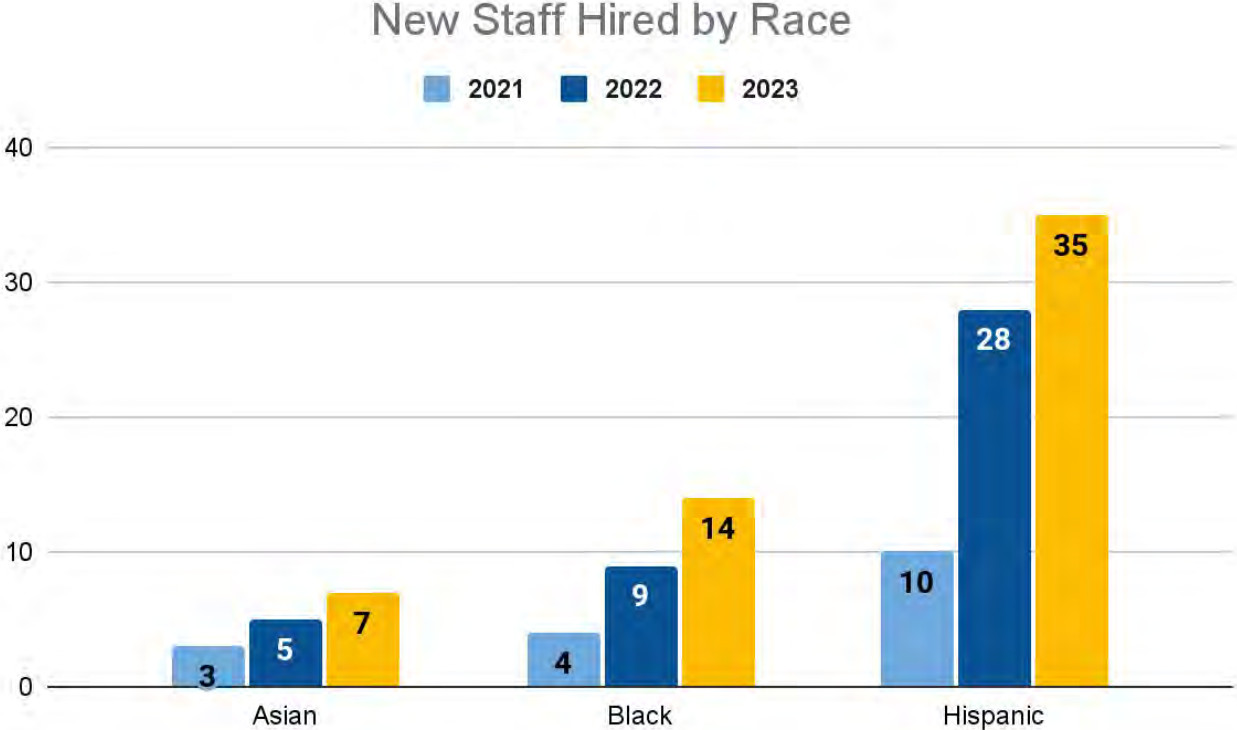
- Initial overall student enrollment (24,815; PK-12) is the highest it has been since before COVID.
- Kindergarten and Pre-K began August 31. Head Start begins on September 18.
- Preliminary Kindergarten enrollment has not exceeded pre-COVID levels.
- Official enrollment is finalized with October 1 submittal to DESE



Brand New Educators hired for the start of the school by year



New BIPOC Staff hiring by year



Diversity in leadership

15 out of 40 hires for Assistant Principals and Assistant Directors identify as BIPOC

10 out of the 27 hires for Principals/ Directors/ Cabinet positions identify as BIPOC

Worcester hired new BIPOC leaders at a rate of 37%!

COVID Updates

- Continued collaboration with local and state agencies to inform our practices.
- Testing is recommended for people with symptoms of COVID-19 as soon as possible after symptoms begin.
- If students present with symptoms, they are dismissed based on the School Nurse assessment.
- Individuals (students and staff) who test positive for COVID-19, isolate for 5 days and then return to school wearing masks up to day 10. Students who are unable to wear a mask, may return to school with a negative test on day six or later.
- Contact Tracing is no longer conducted.

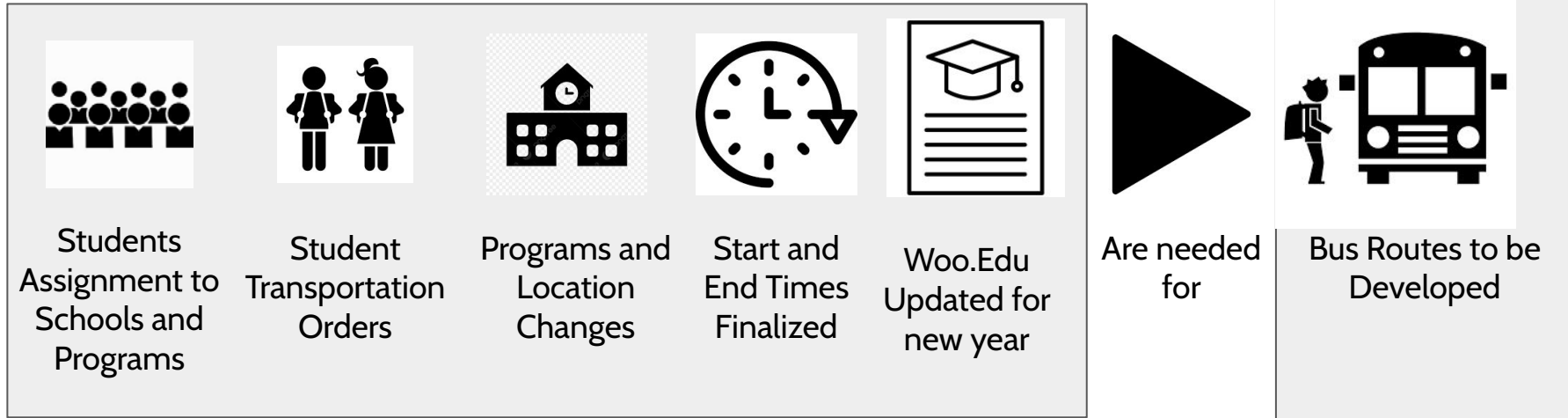


From Here, Anywhere....

Together

Systems Improvement

Posting of Bus Routes Earlier in August for Students and Families





Welcome Back WPS!

N. Approval of Grants and Other Finance Items
Administration
(August 23, 2023)

MEETING: 9-7-23

ITEM:

To consider approval of funds to support the Early College Promise Pilot from DESE/Gates Foundation via MA Alliance for Early College in the amount of \$300,000.00.

PRIOR ACTION:

BACKUP:

Annex A (3 pages) contains the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

Grant Acceptance Form

Name of Grant:	Early College Promise Pilot Program
Type of Funder:	DESE/Gates Foundation via MA Alliance for Early College
Awarded Amount:	Up to \$300,000; \$10,000 per student enrolled for up to 30 students. Current enrollment is 25 students, with recruitment still underway.
Grant Funding Period:	Upon approval through
Project title:	Early College Promise Pilot
Program coordinator:	Dan St. Louis, Director of Early College
Purpose:	To support WPS Early College students in their pursuit of a post-secondary education. Early College Promise programs support traditionally underserved student populations who often face additional obstacles in obtaining post-secondary credentials
Description of the program:	The Early College Promise program provides students with a “13 th Year” of high school, during which they can earn an Associate degree or 60 transferable credits toward a bachelor’s degree at no cost. Students in this program are provided with continuing high school wraparound supports not traditionally available as part of post-secondary enrollment, such as guidance counseling, additional accessibility services and tutoring as needed.
Program location:	All activities take place on QCC or WSU campuses. Students are being recruited from All WPS high schools.
Outcomes and Measures:	All participants leave the program with either an Associate degree or credits towards a bachelor’s degree. Success of the pilot program will be evaluated by reviewing the following information: <ul style="list-style-type: none"> • Student enrollment demographics • Retention rate of participating students • Number of postsecondary credits earned by eligible students that may be applied to a post-secondary program • Percentage of participating students who complete the program

Early College Promise Grant

August 23, 2023

Worcester Public Schools
20 Irving Street
Worcester, MA 01609

It is a pleasure to present a \$300,000 grant to Worcester Public Schools, to be used exclusively for the Early College Promise program.

The Early College Promise program between Worcester Public Schools, Quinsigamond Community College, and Worcester State University, is launching in Fall 2023 and the first year is funded by the Bill and Melinda Gates Foundation, administered through the Massachusetts Alliance for Early College. The funding includes \$300,000 contingent on enrolling at least 30 participants, payable in one- or two- installments. Funds may be expended through April 30, 2025.

Worcester's Early College Promise program is operating under the state approved Early College Promise pilot (an overview can be found [here](#)). In its current configuration, funding for ECP ultimately comes from Ch70, but first year launch funds are separate:

- o Year 1: SY22-23 expenses to be covered by the grant described in this letter
- o Years 2+: in its current configuration, because ECP students are reported as re-enrolled 12th graders in SIMS, students are automatically included in the foundation budget base for chapter 70

The intent in accepting this grant is to continue to operate and fund the Early College Promise program in subsequent years.

The MA Alliance for Early College looks forward to supporting the Worcester Early College Promise program.

Sincerely,

Erika Giampietro
Executive Director
MA Alliance for Early College

Description of Services and Associated Costs

Item Name	Number	Cost	Total
Cohort Course Credits	24 Credits for 30 Students (720 Credits)- 8 courses for the year per student.	\$180 per credit	\$129,600
Indiv. Enroll. Courses	6 credits for 30 Students (180 Credits) 2 Courses for the year per student.	\$300 per credit	\$54,000
Books and Materials	30 Students in 2 Semesters (60 Books)	\$275	\$16,500
Program Supplies		\$3,000	\$3,000
Supports and Events		\$5,000	\$5,000
Lab/Tech Course Fees		\$3,000	\$3,000
Food (Estimate)	30 Stud for Food. \$10 a day	\$300/day	\$36,000
Transportation	Free WRTA Transportation in Worcester	\$0	\$0
Staffing	Part-time ECP Coord. @ WPS (no fringe)		\$50,000
Miscellaneous			\$13,700
Total	-8 cohort and 2 individual enrollment classes per year per student (2023- 2024) -\$10/day for food, 4 days a week, 120 days a year		\$300,000

N. Approval of Grants and Other Finance Items
Administration
(August 23, 2023)

MEETING: 9-7-23

ITEM:

To consider approval of funds to support the Worcester Recreational Social Program from the MA Commission for the Blind in the amount of \$32,959.56.

PRIOR ACTION:

BACKUP:

Annex A (3 pages) contains the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

Grant Acceptance Form

Name of Grant: Community-Based After School Social and Recreational Program

Type of Funder: MA Commission for the Blind

Awarded Amount: \$32,959.56

Grant Funding Period: Upon execution through June 30, 2024

Project Title: Worcester Recreational Social Program

Program Coordinator: Kay Seale

Purpose: Funds from this grant provides legally blind children within the school district with the recreation and social experiences all children need to enhance emotional growth develop self-esteem, and self-confidence.

Description of the program: Funds will be used to provide activities include swimming, bowling, theater and cinema, museums, music, arts and crafts, parks, farms, picnics, restaurants, library, and MA Commission for the Blind-sponsored events.

Program location: Various Worcester area community sites.

Outcomes and Measures: Students will take part in after school/out of school activities designed to build social skills and community engagement as measured by program reports.

From: **Feldpausch, Max (MCB)** <Max.Feldpausch@mass.gov>
Date: Wed, Aug 9, 2023 at 1:17 PM
Subject: [EXTERNAL] FY24_2152_City of
Worcester_7000CTMCB4000COOPWOR_Standard Contract Form
To: ParrilloD@worcesterschools.net <ParrilloD@worcesterschools.net>
Cc: Oliveira, John (MCB) <john.oliveira@mass.gov>

Danielle,

You are an apparent successful bidder of MCB's Community Based After School Social and Recreation Programs RFR upon your execution of the attached standard contract form. Due to the update in your address, please also complete the attached W9 and EFT forms. Please email all documents to me by replying to this email and please mail all originals to:

Massachusetts Commission for the Blind
Attn: Max Feldpausch
600 Washington St.
Boston, MA 02111

Thanks,
Max

Max Feldpausch
Director of Contracts
[Massachusetts Commission for the Blind \(MCB\)](https://www.mass.gov/mcb)
Email: max.feldpausch@mass.gov
Mobile: 857-540-1745
Office: 1-800-392-6450

Visit www.mass.gov/mcb for more information.

MCB Confidentiality Notice: This e-mail may contain confidential information that may also be legally privileged and that is intended only for the use of the Addressee(s) named above. If you are not the intended recipient or an authorized agent of the recipient, please be advised that any dissemination or copying of this e-mail or taking of any action in reliance on the information contained herein, is strictly prohibited. If you have received this e-mail in error, please notify me immediately and then delete the email from your system.

MA Commission for the Blind

Community-Based After School Social and Recreational Grant Budget Summary

Expense	Amount
1. Administrator Salaries	
2. Instructional/Professional Staff Salaries	\$18,988
WPS Community-Based Coordinator & WPS Community-Based Specialist	
3. Support Staff Salaries	
4. Stipends	
5. Fringe Benefits	
6. Contractual Services	\$11,000
Program Manager	
7. Supplies and Materials	\$500
Art & Crafts Materials	
8. Travel	
9. Other Costs	2,471.56
Event Fees/Tickets	
10. Indirect Costs	
11. Equipment	
Grand Total	\$32,959.56

N. Approval of Grants and Other Finance Items
Administration
(August 30, 2023)

MEETING: 9-7-23

ITEM:

To consider approval of a prior year payment in the amount of \$420.00 to Gloria McKibbin from a timesheet submitted in August 2023 for the IDEA grant work completed on June 28, 2023 and June 30, 2023.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains the timesheet.

RECOMMENDATION OF MAKER:

Refer to Finance and Operations

RECOMMENDATION OF THE ADMINISTRATION:

WORCESTER PUBLIC SCHOOLS

**Timesheet
2023-2024**

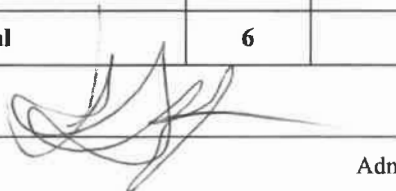
SCHOOL: Special Education

GRANT SOURCE: *IDEA grant*

TIME SLIP FOR THE PERIOD ENDING: 6/30/23

FULL NAME	Last 4 of SS #	DATE & TIME (example: 6/1/21 2:00-3:00)	# OF HOURS	RATE	TOTAL
Gloria McKibbin		6/28/23 9:00- 11:00	2	\$70.00	\$140.00
		6/30/23 8:30-12:30	4	\$70.00	\$280.00
		Total	6		\$420.00

I CERTIFY THAT THIS TIME SHEET IS CORRECT



Administrator

Worcester Public Schools
Office of Governmental & Community Relations
Professional Development Workshop/Program
Please submit one form for each project.
This form must be attached to each time sheet

Workshop or Program Name: Special Education

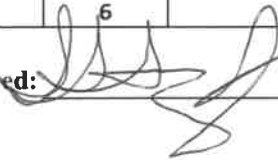
Person Coordinating Workshop/Program:

School: Special Education

Grant Source:

Project	Time			Total
<i>Please describe the professional development program/workshop.</i>	<i>Please List Hours, Day and Time (e.g., Tues. Feb.25th 2-5pm)</i>	<i>Hours</i>	<i>RATE</i>	<i>Please list the total amount for the request. Please list the # of staff attending this session</i>
<i>Coordinated Interviews, Conducted Interviews</i>	Wed., June 28th 9-11	2	\$70.00	\$140.00
	Friday, June 30th 8:30-12:30	4	\$70.00	\$280.00
	TOTAL	6		\$420.00

Approved: _____



N. Approval of Grants and Other Finance Items
Administration
(August 30, 2023)

MEETING: 9-7-23

ITEM:

To consider approval of a prior year payment in the amount of \$397.75 to Donna Krukonis for work completed in April and May of 2023.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains the timesheet.

RECOMMENDATION OF MAKER:

Refer to Administration

RECOMMENDATION OF THE ADMINISTRATION:

**WORCESTER PUBLIC SCHOOLS
TIME SHEET
2022-2023**

School: DAB
Grant/Program
: teacher salary line

Time Sheet for the Period Ending: 8/18/23

FULL NAME		DATES/TIME	HOURS	RATE	TOTAL \$
Krukonis, Donna vision Teacher		4/2/23 2:45-3:45	1 hour	\$37.00	\$ 37.00
		4/9/23 2:45-3:45	1hours	\$37.00	\$37.00
		4/24/23 2:45-3:45	1 hours	\$37.00	\$37.00
		4/30/23 2:45-3:45	1 hour	\$37.00	\$37.00
		5/1/23 2:45-4:15	1.5 hour	\$37.00	\$37.00
		5/4/23 2:45-3:45	1 hour	\$37.00	\$37.00
		5/8/23 2:45-3:45	1 hour	\$37.00	\$37.00
		5/9/23 2:45-4:00	1.25 hour	\$37.00	\$37.00
		5/10/23 2:45-3:45	1 hour	\$37.00	\$37.00
		5/15/23 2:45-3:45	1 hours	\$37.00	\$37.00
			10.75 hours	\$	total \$397.75

I CERTIFY THAT THIS TIME SHEET IS CORRECT



Manager

Worcester Public Schools
Office of Governmental & Community Relations
Professional Development Workshop/Program

Please submit one form for each project.

This form must be attached to each time sheet

Workshop or Program Name: DAB

Person Coordinating Workshop/Program: Donna Krukonis (Teacher)

School: DAB

Grant Source:

Project	Time	Total
<i>Please describe the professional development program/workshop.</i>	<i>Please List Hours, Day and Time (e.g., Tues. Feb.25th 2-5pm)</i>	<i>Please list the total amount for the request. Please list the # of staf attending this session</i>
<p>due to vision staff vacancies hours are needed to complete work and meet timelines This will continue through the end of the year</p>		<p>10.75 hrs x \$37.00 hourly per contractual rate hr =\$397.75</p>

I CERTIFY THAT THIS TIME SHEET IS CORRECT



Manager

O. General Business
Administration
(August 30, 2023)

ITEM: gb 3-215
S.C. MEETING: 9-7-23

ITEM:

To interview the Superintendent's recommended candidate for the position of Director of Special Education and Intervention Services and, if warranted, to take any related vote regarding the recommended appointment of the candidate to the position.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains a list of possible questions for the candidate.

Annex B (1 page) contains an updated list of possible questions for the candidate.

Annex C (18 pages) contains additional information about the candidate.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

Candidate Name _____

Interview Time: _____

Questions from Round 2

1. Tell us a little about you and why you are the right person for this role. Please include what inspires you and what you want to fulfill being the Director of Special Education here in the WPS.
2. Talk about how you would lead a robust and varied department to improve special education practices across the district. Please be specific with concrete examples.
3. You do an audit on IEP's written by your TMSN and realize that many of the goals are not measurable, specific, and rigorous. How do you approach that situation?
4. The district is embarking on implementing a new ELA curriculum for our elementary schools. Talk about what you believe your department needs to do to ensure the successful integration of the program for all students on IEP plans.
5. **Scenario:** Due to the shortage in service providers in Special Education in one particular school - no sped teacher or speech services were provided for students for more than 6 months, parents are outraged, how do you begin to bridge these concerns.

Other possible questions:

1. How will you support families to best understand and navigate the intricacies of special education?
2. Talk about your experiences around special education laws and the impact on programs in schools.
3. How will you support the community in gaining a deep knowledge of special education services, programs, and how students are making progress.
4. What is your vision for WPS around special education and intervention services?
5. How will you know when you have met your goals?
6. How do you see your role in the integration of specialized services into Vision of a Learner?
7. What are your experiences around supporting teachers and leaders around providing high quality instruction to our students who have specialized needs?
8. Talk about your experiences with students in sub-separate classrooms and your thoughts on inclusionary practices.
9. How will you evaluate existing personnel for effectiveness and put in place systems of accountability for the department? What has been missing?
10. We know that students who will be under your department's purview were particularly impacted by the pandemic's influence on learning. What is your perspective on this, and how will you lead a department that is working through that with students, staff and families?
11. Data consistently demonstrates that Special Education Services are designated to students in levels that are not demographically representative of the larger student population. Please comment.

Your search returned the following 2 results as of 7/26/2023 10:09:33 AM:

Full Name	License Number	Category	Field	Level	Status	Type	Effective Date
Murray, Tammy, L	508203	Endorsements	Sheltered English Immersion - Teacher	Level depends on prereq license	Approved	Endorsement	01/04/2019
Murray, Tammy, L	508203	Academic: Administrator	Special Education Administrator	All Levels	Licensed	Initial	02/11/2019

Worcester Public Schools
20 Irving Street
Worcester, MA 01609

Dear Members of the Selection Committee,

I am writing this letter to formally submit my name as a candidate for the position of Director of Special Education and Intervention Services for the Worcester Public Schools (WPS). I believe I am well suited for this position given my experience for the past two years as the Director of Special Education and Itinerant Services at the Central Massachusetts Collaborative and my lifelong journey in the Worcester Public Schools as both a student and special education professional. Additionally, my experience working with large and complex systems in different settings would be of great benefit in allowing me to contribute as a member of the leadership team that seeks to improve academic achievement for all students with disabilities.

My journey through the WPS as a student from Gates Lane Elementary (K-8) to South High Community School gave me a strong academic foundation and with encouragement from school -based mentors I pursued a degree in higher education in the field of occupational therapy. This began at Quinsigamond Community College and continued through to Temple University where I received my doctorate in Occupational Therapy in 2012. My doctoral research focused on studying the effects of a handwriting program. The randomized control study remains the largest and most effective study nationally measuring handwriting legibility. The study also led to two publications. My educational experience has instilled in me a passion to give back through my profession to the community that has given so much to me.

Over the past two years, I have worked closely with the leadership team at the Central Massachusetts Collaborative to ensure oversight of services and compliance of state and federal special education laws for approximately 500 students. Additionally, I built an itinerant team and have held the team accountable for high standards and data driven results. I recently completed a Compliance Program Review and an English Language Learner Compliance Program with my team at CMC. My experience at CMC has broadened my experience in the field of special education by allowing me to see firsthand what is needed for out of district placements of WPS students.

While working in a large district like the WPS for 23 years, I was able to integrate the lessons learned through my formal academic training into my daily work. I also strived to help build a team-based approach with my colleagues to improve achievement for the diverse student and family population we serve. In collaboration with the leadership of the Special Education Department, I successfully led two departments from 2018-2021. I led the early childhood evaluation team for 3 years which consisted of 7-11 team members who completed approximately 450-500 evaluations per year. I also was co-department head for Speech-Language Pathologists which consists of 52 speech pathologists (7 SLPAs and 45 SLPs). I completed special projects with two former Assistant Special Education Directors. I have led the Special Education Department by developing, presenting and organizing parent and teacher workshops along with other department heads within the Latino community and in private schools. I have also created and held early intervention transition meetings at three early intervention sites, and

I've worked closely on grants with the Assistant Special Education Director through DESE to help align early childhood education between outside providers and the WPS. Additionally, I have assisted the special education administration with the early childhood assessment team budget, scheduling, hiring, in/out of district placements. I've been the district representative for rejected IEP resolution meetings, and I've assisted administration with mediation meetings. I have shared models of best practice to ensure compliance with NCLB and IDEA as it relates to evidence-based assessments, progress monitoring and collaborative approaches with teachers, specialists, administrators, and family members. This collaborative approach requires engaging all levels of WPS staff working with a student, the family, and community-based providers whenever possible. In addition, to my role in the two departments, I worked closely with the Director of Head Start and Early Childhood to support 34 preschool teachers, IAs and school principals with special education services, school placements and expansions of the programs.

Like the city itself, a strength of the WPS is its diversity. This diversity inherently prepares our students for the reality of the increasingly multi-cultural society in which they will exist. To effectuate positive outcomes for the students we serve in this diverse environment requires cultural competencies and sensitivities that I have learned and developed in both my professional and personal life. This awareness and experience would serve me well in a leadership position such as the Director of Special Education and Intervention Services.

A community-based approach to educating and preparing our students is critical. In addition to teaching at Assumption University for the last 14 years and formally working at Fairlawn Rehabilitation Hospital, I have also been involved with several local organizations. I am a Director for the Seven Hills Foundation which is the largest non-profit healthcare organization in New England that specializes in working with people with developmental disabilities. I currently am the Vice Chair of the Board and Chair of the Clinical and Program Committee. I also served on the Quinsigamond Community College Board for 7 years and was Vice Chair for 3 years. Additionally, I have remained involved with the American Occupational Therapy Association where I have presented research at the national level many times. All of these experiences with large community and professional organizations have allowed me to learn and build bridges between our work with students and the broader community.

I thank you for consideration of my application for the position of Director of Special Education and Intervention Services. I would welcome the opportunity to speak with you further and answer any questions about the opportunity to continue to serve the students with disabilities in this important role.

Dr. Tammy L. Murray

Dr. Tammy L. Murray

June 26, 2023

To Members of the Worcester Public Schools Selection Committee;

It is without hesitation that I recommend Dr. Tammy Murray for the position of Director of Special Education for the Worcester Public Schools. I have had the privilege of working with Dr. Murray for over 8 years, initially as her supervisor and colleague at the Worcester Public Schools, and currently as her supervisor at the Central Massachusetts Collaborative.

Dr. Murray is an exceptional leader who excels at fostering a positive, professional culture. She has consistently demonstrated her ability to work with all stakeholders to develop a shared vision and positive school environment. She has built strong and trusting relationships with our district partners and her culturally sensitive practices ensure meaningful engagement with families. Dr. Murray's dedication to promoting the learning and growth of all students is also evident in her work with CMC's Program Directors where her emphasis on evidence-based practices in assessment, IEP development, and instructional strategies for students with autism, social-emotional disabilities, and learning disabilities has significantly contributed to the success of CMC's educational initiatives.

In terms of management and operations, Dr. Murray has shown exceptional proficiency. Dr. Murray's excellent time management skills and ability to prioritize tasks have been instrumental in meeting critical deadlines and achieving collaborative objectives. She has taken the lead in working with the Department of Elementary and Secondary Education to ensure CMC is in full compliance with state and federal laws and mandates with her work directly contributing to a positive DESE program review. Additionally, Dr. Murray actively engages in the budget process. She collaborates closely with each program to assess their needs and utilizes data gathered to develop detailed and comprehensive budgets that effectively highlight her department's requirements.

Dr. Murray's commitment to continuous growth and learning, essential qualities for effective leadership, is evident through her constant pursuit of her own professional growth. She is currently enrolled in the ACCEPT Special Education Director Leadership Academy, setting a strong example for others. She consistently encourages self-reflection and actively seeks opportunities for personal and professional growth, essential qualities for effective leadership.

Dr. Murray has been a valued member of our organization, and her expertise has become a relied-upon resource, regardless of the difficulty or novelty of the challenges presented. She approaches each challenge with a positive attitude, taking the time to thoroughly research each situation before formulating and executing effective solutions. Her intelligence, compassion along with attention to detail and thoughtful consideration of all aspects of a problem ensure the best possible outcomes. I have no doubt that she will be an invaluable asset to the Worcester Public Schools Special Education Department and encourage you to look favorably at Dr. Tammy Murray as a candidate for this leadership position.

Please do not hesitate to contact me if I can provide further information in support of Dr. Murray's application.

Sincerely,

Dr. Susan Farrell

Dr. Susan Farrell, Executive Director of Central Massachusetts Collaborative

I am pleased to offer this recommendation for Dr. Tammy Murray as part of her application for the position of Director of Special Education. I have known Dr. Murray for over thirty years and hold her in the highest regard both personally and professionally.

I consider Dr. Murray to be extremely knowledgeable in the field of Special Education. I was fortunate to have her assigned to my building as an Occupational Therapist for several years. Students truly enjoyed working with her, as she was warm and welcoming to them while simultaneously pushing them to do their best. Dr. Murray was extremely reliable, hard-working, and always willing to collaborate with her peers to achieve the optimum learning environment for students.

I can attest to Dr. Murray's organizational skills. Her reports were submitted on time and were meticulously completed. She did not hesitate to share her opinions in team meetings, and always kept her students at the center of her decision-making. Dr. Murray is well-versed and knowledgeable regarding the many laws that govern the Special Education world and understands the importance of compliance to these regulations.

One of Dr. Murray's main strengths is her familiarity with the city of Worcester and its' diverse population. As a life-long Worcester resident who was educated in the Worcester Public Schools, she is able to empathize with the District's children and families. Dr. Murray's awareness of the challenges presented to Worcester's most vulnerable students allows her to build trusting relationships with them, which increases the chance of academic success.

In addition to her expertise in Special Education, Dr. Murray serves on a number of boards and committees. She also serves as an adjunct faculty member at Assumption University and is the author of various scholarly articles in her field. She has also made presentations at national and state conferences.

Dr. Tammy Murray is intelligent, organized, and highly motivated. She would be an outstanding choice for Director of Special Education.

June Eressy, Former Worcester Principal
Milken National Educator
National Board Certified Teacher

July 25, 2023

To: Members of the Worcester Public Schools Selection Committee

Re: Dr. Tammy Murray Letter of Reference

It is my distinct pleasure to offer my recommendation to the Selection Committee for Dr. Murray for the position of Director of Special Education for the Worcester Public Schools. She is incredibly well suited for this position.

I have known Tammy for over a decade. During that time, I have watched her flourish in her professional life. She is not afraid to take on any challenge, and in fact, relishes it. She is a strong but compassionate leader and is well regarded within the special education community. Her strengths include managing complex teams as well as looking for opportunities to expand and strengthen the work of educators who support challenging youth.

Tammy was born and raised in Worcester and knows the political landscape which can be challenging. She believes in real community partnerships and will be tireless in bringing all voices to the table. She believes in diversity and understands the challenges that our students can face. The Director of Special Education is a challenging position; selecting a Worcester native is a key to success.

As President and CEO of the largest nonprofit in Massachusetts dedicated to supporting children and adults with physical, mental health and intellectual challenges, I take seriously the leadership of our Board of Directors in ensuring the quality and responsiveness of our work. We vet our Board members very carefully to ensure they are as passionate about the work as we are. Tammy began as a Trustee 11 years ago and since her initial membership has continued to move into leadership roles and now sits on the Executive Committee. She will move into the Chair role in 2024 and I am thrilled that I will be able to work even more closely with her. Our budget this year is over \$400 million and Tammy's understanding and questions illustrate her solid understanding of financial stability. Her knowledge of complex systems and budgeting processes will be invaluable to Worcester.

I offer my full support and recommendation for Dr. Murray to lead this critical office. She will be a tireless and dedicated leader and will be responsive to the needs of WPS, the families, and most importantly, the children WPS supports.

Thank you and feel free to reach out with any questions.

Sincerely,

Kathleen Jordan, DHA, FACHE

President and CEO

Seven Hills Foundation

TAMMY L. MURRAY

[REDACTED]
 Worcester, Massachusetts 01602
 [REDACTED]
 [REDACTED]

A committed leader with a track record of managing effective change in large and small systems through team building, organized leadership, accountability, program development, community involvement and communication.

Experience:

**Director of Special Education and Itinerant Services
 Central Massachusetts Collaborative, Worcester MA**

July 2021- Present

- Responsible for oversight and compliance with state and federal laws of special education services for approximately 500 students placed within the district from WPS and 38 additional towns and cities.
- Complete Compliance Program Review and PRS complaints.
- Provide oversight and support to special education teachers, support staff, EL Department, itinerant teachers, and coordinate home/hospital tutoring and billing.
- Prepare and present the annual itinerant department budget to the Executive Director.
- Supervise and evaluate clinical coordinator and itinerant staff in the areas of EL, SLP, OT, LD, psychologist, nursing, art, music, gym.
- Coordinate centralizing and supporting special education services including curriculum, student evaluations and Extended School Year (ESY) Program with directors of 7 programs (HLC, THRIVE, CMP, RGA, CMA, RHS, WDS).
- Plan professional development for special education, general education teachers, clinicians, and support staff.
- Recruit and train district personnel and contracted service providers.
- Assist with developing and implementing a five-year strategic plan for CMC.
- Liaison between districts and CMC for special education services and oversight of contracts for placements at CMC.
- Part of the leadership team at CMC which includes working closely with the Executive Director and all Directors.

**Special Education Department Head, Intervention Specialist
 Worcester Public Schools, Worcester, MA**

July, 2018- July, 2021

- Ensured compliance standards were being met by providing oversight to general and special education teachers and administrators based on federal and state regulations based on IDEA, NCLB, ESSA and Section 504 of the Rehabilitation Act.

- Assisted with facilitating models of best practice to ensure compliance as it relates to evidence-based evaluations, progress monitoring and collaborative teaching approaches with teachers, specialists, administrators, and family members.
- Assisted special education administration with budget, scheduling, hiring, in/out of district placements, transportation, district preschool screenings and extended year summer school planning.
- Led and supported two departments through remote learning due to the COVID -19 pandemic (i.e., virtual evaluations and team meetings, teletherapy interventions and virtual transition plan meetings). Led the Early Childhood Arena team to be the first group in district to start virtual evaluations and team meetings after the pandemic shutdown in the WPS. Worked in collaboration with three other department heads to organize and schedule in-person speech and language, OT, PT and early childhood evaluations.
- Represented the Special Education Department as a district specialist at IEP meetings which includes rejected IEP and resolution meetings.
- Wrote grants in collaboration with WPS faculty and administrators.
- Assisted administration with creating monthly early intervention transition meetings at four early intervention sites. In collaboration with the EI sites, ran monthly meetings at the four sites and organized and ran quarterly EI Director's meetings.
- Worked closely with the Director of Head Start/Early Childhood and 34 preschool teachers and principals to support students with disabilities through ongoing PD (i.e., Building Blocks Math Curriculum, TSG Online Assessment-Both have online components).
- Worked closely with the Deputy Superintendent, other managers, principals, and department heads with district dyslexia (i.e., MGH study and K screening), literacy plan initiatives and Pre-K-1 district proposals for restructuring classrooms.
- In collaboration with the leadership of the Assistant Special Education Director and the EL Department, represented the WPS by developing, presenting, and organizing parent and teacher workshops in the Latino community and private schools.
- As part of the WPS swallowing team, created and organized PD for SLPs, SLPAs, teachers, IAs, nurses, CNAs, and nutrition for safe swallowing strategies and modified diets. Also, assisted with creating a consultation partnership between UMass Feeding Clinic and WPS.

Adjunct Professor

Assumption University, Worcester, MA

January 2009- Present (LOA to complete doctorate from January 2011-2012)

- Develop and instruct undergraduate students in OT/PT professional orientation course and Occupation. Theory, Intervention and Assessment across the Lifespan.
- Lead professor in restructuring the OT Concentration
- Consult with the Department Chair and another professor regarding the PT Concentration Program.
- Constructed syllabus, course outline and all course assignments
- Plan lectures, administer examinations, organize guest speakers, and site visit to a rehabilitation hospital.

- Advise students seeking internships, volunteer work and OT /PT graduate school
- Consult with the Worcester Public Schools to organize a partnership between Assumption College and the OT/PT Department for 100- and 400-hour observation students.

**Registered Occupational Therapist
Worcester Public Schools, Worcester, MA**

September 1998- 2018

- Worked closely with school principals, assistant principals, teachers, instructional assistants, special education teachers, adjustment counselors, psychologists, related service providers, parents, and outside agencies such as Early Intervention, private preschools and others as part of an interdisciplinary team.
- Developed a Kindergarten Early Identification MTSS Model at Goddard School of Science and Technology under the supervision of principal Dr. Allen. The data from the model was used in the Turnaround Plan for the school.
- Performed evidence based initial and discharge evaluations, developed, measured, and implemented intervention plans, provided intervention to approximately 75 students at up to 7 different schools, monitored progress and attended Individual Education Plan, 504 Accommodation Plan and Student Support meetings.
- Revised a university student program and coordinated OT level one and two students. Assisted department head in obtaining a new level two OT contract between Boston University, Bay Bath University, University of NH, Western New England University, Quinsigamond Community College and the Worcester Public Schools.
- Successfully wrote two grants to the District Attorney's office and to Working for Worcester with guidance from principal Jyoti Datta and former principal Patricia Jordan at Jacob Hiatt Magnet School. Lead organizer assisting a larger community group in raising \$24,000 to repair the playground, add benches, murals and add resources to the school library.
- Presented several two-day professional development in-services with the OT/PT Department Head and other professionals.
- Developed and presented a curriculum guide for preschool students with disabilities in collaboration with a group of WPS professionals.
- Wrote timely evaluations, screens, quarterly progress notes and daily Medicaid documentation.
- Supervised Certified Occupational Therapist Assistants, level one and two occupational therapy students and Assumption College OT/PT concentration students.
- Assisted department head with interview panel for COTA's, OT's and principals.
- Performed preschool arena evaluations as part of the bilingual and behavioral team for fifteen years.
- Developed, coordinated, and implemented in-services and professional development opportunities with classroom teachers, support staff, administrators, parents, universities, and researchers.
- Mentored new OT's to the OT department, 2013-2018

**Registered Occupational Therapist
Fairlawn Rehabilitation Hospital, Worcester, MA**

September 1994- 2015 (Per diem/weekends, 12/97-2/07) LOA from 2/07- 5/09

- Delivered direct treatment, completed evaluations, and monitored progress to adult acute rehabilitation patients with a wide array of diagnoses such as pulmonary disease, neurological deficits, cardiac disease, and orthopedic deficits.
- Completed timely Medicare, Medicaid, and third-party billing requirements.
- Provide in-services to nurses, aides, families, and patients.
- Worked within a large system of health care professionals demonstrating solid oral and written communication skills.
- Supervised OT assistants and rehabilitation aides as needed on weekends.

Certified Occupational Therapy Assistant (Full-time, 1/94-12/97)

- Delivered direct treatment to adult acute rehabilitation patients with diverse diagnoses under the supervision of an OTR.

**Rehabilitation Manager/Head Therapist
Prism Rehabilitation/Saint Mary's Health Care, Worcester, MA**

January 1998- January 1999

- Responsibilities included directing and managing the occupational, physical and speech therapy program.
- Responsibilities included completing timely Medicare and Medicaid documentation and managing patient/resident coverage for other staff members.
- Developed programs such as restorative feeding, community engagement, and wheelchair clinics.
- Initiated and completed evaluations of deconditioned, stroke, brain injured, amputee, dementia, and other adult patients; carried out patient treatments through discharge.
- Screened and re-screened patients/residents quarterly and annually.

Education:

Temple University, Philadelphia, PA

Doctorate in Occupational Therapy, 2012

Research topic: The Effects of an 8-week Handwriting Program Studying Legibility.

The study measured handwriting skills of 217 WPS and students from a rural New York school in kindergarten, first and second grade. Students participated in an evidence based, curriculum embedded handwriting program for 8 weeks. The study is the largest national randomized control study to date measuring legibility as it relates to academic outcomes. The research led to two publications and several national and state presentations.

Cambridge College, Cambridge, MA

Master of Education, August 2005

Research topic: Created a Home Program for Professionals and Parents Connecting Massachusetts State Curriculum to Occupational Therapy.

Utica College of Syracuse University, Utica, NY
Bachelor of Science in Occupational Therapy, December 1997
Massachusetts Licensed OTR #6296 – Since December 1997

Quinsigamond Community College, Worcester, MA
Associate Degree in Occupational Therapy, May 1992
Massachusetts Licensed COTA #514 – Since 1992

Community and Committee Involvement:

- Seven Hills Foundation Director, Executive Committee Member & Chair of the Clinical and Program Committee, Trustee
- Quinsigamond Community College Board of Directors, Vice Chair, Executive Committee & member of the Strategic Planning, Education and Success Committee
- Advisory/Site Council School Council Worcester Technical High School
- Site Council at Jacob Hiatt Magnet School
- Canal Diggers Road Race Committee, lead organizer of the kid's road race which included collaboration with Grafton Street School

Certifications:

- Massachusetts Department of Education Special Education Administrator, License #508203
- Sheltered English Immersion-Endorsement #508203
- Massachusetts Licensed Occupational Therapist #6296

Professional Organizations:

- Massachusetts Teachers Association, Member #: 4363579
- The American Occupational Therapy Association, Member #: 000000020783

Publications:

Pfeiffer, B., Murray, T., Rai, G., & Bruisilovskiy, E. (2015). Effectiveness of the Size Matters handwriting program. OTJR: Occupation, Participation and Health, 35, 110-119.

Pfeiffer, B., Moskowitz, B., Paoletti, A., Bruisilovskiy, E., Zylstra, S. E., & Murray, T. (2015). Is the Test of Visual Motor Integration an effective outcome measure for handwriting interventions for kindergarten, first and second graders? American Journal of Occupational Therapy.

Presentations:

- Turnaround Urban Schools: A Collaborative Multi-Tiered Data Driven Kindergarten Early Identification Model, American Occupational Therapy Association Annual Conference, March 2019

- Eureka! Combining Coaching & Context Therapy to Promote Recreational Participation in those with Autism, Workshop. American Occupational Therapy Association Annual Conference, March 2017
- OT Beyond the Clinic! Promoting Participation for Individuals with Autism Spectrum, Poster. Co-Presenters: Murray, T., Rai, G. Kadlec, M. American Occupational Therapy Association Annual Conference. April 2016
- The Impact of the Sensory Aspects of the Environment on Participation and Engagement in Occupations and Daily Living Skills in Children with Autism, Poster. Co-Presenters: Murray, T., Rai, G., Kadlec, M., Hartmann. American Occupational Therapy Association Annual Conference- April 2016
- The Evidence is in-Handwriting Best Practices, Poster. Co-presenters: Murray, T., & Rai, G. American Occupational Therapy Association Annual Conference. April 2015
- The Evidence is in-Handwriting Best Practices, Poster. Co-presenters: Murray, T., & Rai, G. Massachusetts Occupational Therapy Association Annual Conference. October 2015
- Effectiveness of the Size Matters Handwriting Program, Poster. Co-presenters: Murray, T., Rai, G., & Moskowitz, B. American Occupational Therapy Association Annual Conference. April 2013, 2014
- The Effectiveness of an Eight-week Handwriting Program, Co-presenters: Murray, T., Pfeiffer E., Rai, G. Massachusetts American Occupational Therapy Association, October 2012

Clinical and Community Presentations:

- Presented early childhood parent workshops to local Latino churches with EL Department, lead organizer for the special education department, 2018, 2019.
- Presented the Special Education Referral Process to UMass Intern Doctors with the Assistant Special Education Director, 2017, 2018.
- Guest Lecturer: OT Best Practices in Pediatrics. Boston University's OT Doctorate and Master Students, 2013-2021.
- Guest Lecturer: The Role delineation of the Registered Occupational Therapist and the Certified Occupational Therapist & OT Best Practice in the School System. Boston University's Master Level OT Students, 2015-202.
- Guest Lecturer/Lab: Using OT Intervention to access the Common Core and State Standards. Boston University's OT Master Level Students, September 24th, 2013.
- Guest Lecturer: Critical Areas of Motor Development within the Classroom. Clark University's Center for Urban Education Program, Master Level Education Students, 2012-2013.

Additional Information:

- Successfully completed and passed three out of the four of the Massachusetts Performance Assessment for Leaders (PALS) Tasks. Awaiting the results of the fourth task.
- Special Education Directors Leadership Institute, DESE, 2022, 2023 (currently attending).



TEMPLE UNIVERSITY

Office of the University Registrar
1801 N. Broad Street
Conwell Hall
Philadelphia, PA 19122

Transcripts are only official when issued with the signature and seal of the University Registrar and contained in a sealed, secure envelope. Only transcripts from the Office of the University Registrar should be accepted.

Record of: Tammy L. Murray

Date Issued: 09-JUL-2012
Date of Birth (MM/DD): 05/04
Student ID: 913134898
Level: Graduate

Issued To: TAMMY MURRAY

Course Level: Graduate
Current Program
Doctor of Occupational Therap
Major : Occupational Therapy

Degree Awarded Doctor of Occupational Therap 10-MAY-2012
Primary Degree
Major : Occupational Therapy

SUBJ NO. COURSE TITLE CRED GRD PTS R

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

FALL 2009 Tufts University
GRTA 0501 Grad Transfer Credit 4.00 TR
Ehrs: 4.00 GPA-Hrs: 0.00 QPts: 0.00 GPA: 0.00

INSTITUTION CREDIT:

Term: 2010 Fall
Occupational Therapy
OTHR 8131 Asses Tools/Pediatrics 3.00 A 12.00
OTHR 8509 Leadership 3.00 A 12.00
Term: Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00
Term: 2011 Spring
Occupational Therapy
OTHR 8513 Evid-Based Pract + Res 3.00 A 12.00
OTHR 8514 Occup Theor + Particip 3.00 A 12.00
Term: Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00
Term: 2011 Summer I
Occupational Therapy
OTHR 8511 Clin Edu & Fieldwork 3.00 A 12.00
Term: Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00
Term: 2011 Summer II
Occupational Therapy

***** CONTINUED ON NEXT COLUMN *****

SUBJ NO. COURSE TITLE CRED GRD PTS R

Institution Information continued:

OTHR 9089 Field Study/Prof Portfol 3.00 A 12.00
Term: Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00

Term: 2011 Fall
Occupational Therapy
OTHR 8172 Neurobio Foundatns of SI 3.00 A 12.00
OTHR 8512 Measurement & Analysis 3.00 A 12.00
Term: Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 24.00 GPA: 4.00

Term: 2012 Spring
Occupational Therapy
OTHR 8901 Capstone Project 3.00 A 12.00
Term: Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00

***** TRANSCRIPT TOTALS *****				
	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	27.00	27.00	108.00	4.00
TOTAL TRANSFER	4.00	0.00	0.00	0.00
OVERALL	31.00	27.00	108.00	4.00

***** END OF TRANSCRIPT *****

THIS COPY ISSUED TO STUDENT

University Registrar

This officially sealed and signed transcript is printed on Burgundy SCRIP-SAFE security paper with the name of the university printed in small type across the face of the document. A raised seal is not required. When photocopied the word COPY should appear. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED.

STUDENT ID NO.: 116725

UTICA COLLEGE SYRACUSE UNIV BS 1997

BASIS OF ADMISSION:

September 2004

DATE AND STATUS OF ENTRANCE:

RECORD OF: **Tammy Lee Murray**
Worcester, MA 01602

TO: **Tammy L. Murray**
Worcester, MA 01602

OFFICIAL TRANSCRIPT
Official transcript mailed to student in a sealed envelope. Void if envelope opened prior to receipt.

NUMBER	COURSE TITLE	GRADE	CREDITS	NUMBER	COURSE TITLE	GRADE	CREDITS
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Graduate Division

Transfer : Credit

Organization : WORCESTER STATE COLLEGE

TG	ED900:COMPUTERS IN EDUCATION	TR	3.00
TG	ED920:COGN/AFFTV LRNG-TYP&ATYP	TR	3.00
TG	EDADV FOUNDATIONS OF EDUCATION	TR	3.00
TG	HE930:DRUGS, ALCOHOL AND TOBACCO	TR	3.00

Term Totals : 12.00

Career Totals : 12.00

2004-2005 : Fall Semester 1

EED-590	Theory and Practice of Education	A	1.00
EED-628	Effective Schools	A	3.00
EED-691	Professional Seminar in Education I	A	2.00

Term Totals : 6.00

Career Totals : 18.00

2004-2005 : Spring Semester 1

EED-615	Introduction to Integrative Learning and Learning Styles	A-	3.00
EED-692	Prof. Seminar in Education II	A	2.00
EED-800	Independent Learning Project	A	3.00

Research Project:
OCCUPATIONAL THERAPY HOME PROGRAM GRADES KINDERGARTEN THROUGH THIRD GRADE

Subterm Totals : 8.00 8.00 0.00 0.00 0.0000

Term Totals : 8.00

Career Totals : 26.00

2004-2005 : Summer Semester 1

EED-642	Succeeding with the Resistant Student	A	3.00
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Subterm Totals : 3.00 3.00 0.00 0.00 0.0000

ESP-662	Principles of Language Development Bridging Differences and Disorders	A	3.00
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Subterm Totals : 3.00 3.00 0.00 0.00 0.0000

Term Totals : 6.00

Career Totals : 32.00

Division Career Totals : 32.00

Degree Information :

(1) 'Master of Education' Date Conferred : 08/22/2005

Major(s)

Education

End-of-Transcript 08/19/2005

Cambridge College
Key to Official Transcript

Cambridge College, originally founded as a graduate center of Newton College of the Sacred Heart in 1971, and later affiliated with Antioch College, officially became Cambridge College in 1991. The College is authorized by the Massachusetts Higher Education Coordinating Council to award a Master of Education degree (M.Ed.), Master of Management degree (M.M.) since 1991, and a Bachelor of Arts in Psychology since 1994. The College is fully accredited by the New England Association of Schools and Colleges, Commission on Institutions of Higher Education (NEASC-CIHE). The College offered management training within its M.Ed. program prior to the Master of Management program accreditation.

Credit and Calendar: Credit is given in semester hours with Fall, Spring, and Summer terms in the academic year.

Master of Education Degree Completion Program (MDC): The MDC program is an accelerated program for adults who have a bachelor's degree and several graduate credits, and are ready to complete their graduate studies in our M.Ed. program. Students can transfer up to 12 graduate credits (16 credits prior to Fall 1996) that have been earned with a B or better grade from an accredited college or university. Included in the MDC program is the National Institute for Teaching Excellence (NITE) previously known as the Urban Education Summer Program. This two-semester program is designed primarily for out-of-state teachers seeking a M.Ed. degree. Students in the NITE program may transfer up to 12 graduate credits from another accredited institution, complete 2 concurrent semesters of Professional Seminar, an Independent Learning Project (ILP), and 15 credits of core and elective requirements.

Master of Education Degree (M.Ed.): A student may earn an M.Ed. degree in the following areas: Counseling (includes Psychological Studies/32-36 credits, Mental Health Counseling/50-62 credits, Counseling Psychology/32/35 credits, Marital and Family Therapy/48-62 credits, School Guidance Counseling/36-39 credits); or Education (includes Education/32 credits, Urban Teacher Preparation Program/37 credits, School Administration/37-39 credits, Special Education 36-39 credits, and Individualized M.Ed. 32). General requirements for all degree candidates may include Professional Seminars (three to five semesters) depending on the program, 1-2 credits of Workshops/Directed Studies. All graduate students are required to successfully complete an Independent Learning/Research Project (ILP/IRP) which is a comprehensive project related to a student's graduate program and/or professional development.

State Certification Status (ICC/NASDTEC): As of December, 1994* the Commonwealth of Massachusetts Department of Education has approved our eligibility for the following certifications:

<p>Provisional Elementary Teacher 1-6* Standard Elementary Teacher 1-6* *(Dept. of Education Regulations dropped Kindergarten certification from 1-6 category as published in April 1995)</p>	<p>Provisional School Guidance Counselor Pre-K-9, 5-12 Standard School Guidance Counselor Pre-K-9, 5-12</p>
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Effective Fall 1995 the Commonwealth of Massachusetts' Department of Education has approved our eligibility for the following:

Advanced Provisional or Standard (School Principal/Asst. Principal, Superintendent/Asst. Superintendent, and Supervisor/Director)
Advanced Provisional or Standard (Teacher of Special Needs - PreK-9 or 5-12)
Advanced Provisional or Standard (Library Media Specialist - All levels)
Advanced Provisional or Standard (School Social Worker/School Adjustment Counselor - All levels) - Effective April 1999

Urban Teacher Preparation Program (UTPP): UTPP is a 37-credit program which prepares students to teach in grades one through six in Massachusetts. The final semester consists of a 400 hour clinical teaching experience.

Master of Management Degree (M.M.): M.M. students must complete 35 credits (42 credits were required prior to Sept. 1996). Students must complete the Core program courses (16 credits including: Introductory and Management Seminars, Independent Learning Project, Organizational Environment, and Utilizing Technology). Students may take 4 courses (12 credits) in a specialized area, and 7 credits in elective courses and/or directed studies.

***Access Program (formerly known as GSP/Graduate Studies Program):** The ACCESS PROGRAM is an accelerated graduate studies program, providing entry in to the Master's degree programs in Management, Counseling Psychology, or Education for individuals who do not hold a Bachelor's degree. These individuals have significant work experience in positions of increasing responsibility in a professional field, and now want to take their careers to a higher level professionally, or plan to gain entry into another field as a trained professional.

Bachelor of Arts in Psychology (BA): The College's first undergraduate major, which supports professional development in a wide variety of careers and graduate programs, is in Psychology, with concentrations in Family and Community Systems, Educational Psychology, Organizational Psychology, and Educational Psychology/Teacher Certification Program. The Bachelor of Arts in Psychology is a liberal arts undergraduate program that prepares our students for careers in human services, management, administration, education or community service. B.A. degree recipients must complete 120 semester credits as prescribed; BA/Teacher Certification Program requires 120 credits plus 5 credits including Pre-Practicum, Practicum Seminar, Clinical Experience whereby students are eligible for an Advanced Provisional Elementary Teacher Certification 1-6.

Urban Paraprofessional Teacher Preparation Program (UPTPP) FALL 1992-SUMMER 1994: UPTPP students were admitted to our Bachelor of Arts program with a concentration in Educational Psychology and a teacher preparation focus. Upon successful completion of this course of study (total of 120 credits, including a pre-practicum of 75 hours, and a practicum of 300-400 hours) students were eligible for a Advanced Provisional Elementary Teacher Certification.

Grading System

Cambridge College believes that a student's transcript should only present a record of accomplished learning. Therefore, the College records unsatisfactory performance on internal documents.

o Graduate Programs

Cambridge College graduate programs use a credit/no credit system rather than a letter grade system and thus do not have grade point averages. The College does not rank students in any of its programs. "Credit" is formally defined as the equivalent of a letter grade "B" or better.

Undergraduate Programs

The undergraduate faculty have chosen to use a holistic evaluation process which provides both qualitative and quantitative feedback to students. Faculty evaluate student progress against the baseline assessments completed at the beginning of the program. Satisfactory completion of each course or seminar entails achieving specified learning outcomes. Thus, although credit is given, the program is outcomes-based. Learning may be demonstrated not only in classes, but through Learning Outcomes Assessment (Portfolio, Examinations).

Credit (CR) for a course requires a grade of D or better. An overall average of 2.0 in all graded courses is needed to meet graduation requirements.

Good Academic Standing. In order to be considered in good academic standing, a student must have a cumulative Grade Point Average (GPA) of C or 2.0.

Letter Grade	Point Value	Grade Numerical Range	Letter Grade	Point Value	Grade Numerical Range	Letter Grade	Point Value	Grade Numerical Range	Letter Grade	Point Value	Grade Numerical Range
A	4.0	93-100	B+	3.3	87-89	C+	2.3	77-79	D+	1.3	67-69
A-	3.7	90-92	B	3.0	88-86	C	2.0	73-76	D	1.0	60-66
			B-	2.7	80-82	C-	1.7	70-72			

Course Numbering: Cambridge College adheres to the following alphanumeric system for identifying courses: 001-400 Undergraduate Level Courses; 500, Foundation Level Graduate Courses; 600, Intermediate Level Graduate Courses; 700-800, Advanced Level Graduate Courses.

UNDER THE PROVISIONS OF THE FAMILY PRIVACY ACT OF 1974, THE INFORMATION CONTAINED IN THE ATTACHED RECORD IS RELEASED ON THE CONDITION THAT THE RECIPIENT WILL NOT DISCLOSE SUCH INFORMATION TO ANY PARTY WITHOUT PRIOR WRITTEN CONSENT OF THE STUDENT.

O. General Business
Clancey
(August 30, 2023)

ITEM: gb 2-298
S.C. MEETING: 9-7-23

ITEM:

Request that the Administration work with the City Clerk's office to find alternate polling locations that are not within the WPS buildings.

PRIOR ACTION:

11-9-22: *On a voice vote the item was referred to the Administration.*

BACKUP:

Annex A (1 page) contains the Administration's rationale.

RECOMMENDATION OF MAKER:

Approve and file.

RECOMMENDATION OF THE ADMINISTRATION:



Administrator: [Brian Allen](#)
Department: Deputy Superintendent's Office
Date: August 29, 2023
Item Number: gb 2-298
Item: Request that the Administration work with the City Clerk's office to find alternate polling locations that are not within the WPS buildings
Attachment:
Recommendation: Approve and file

The City of Worcester Elections Commission has been using the following school locations as polling sites:

<u>Location</u>	<u>Address</u>
Nelson Place School	35 Nelson Place
Burncoat High Gymnasium	179 Burncoat Street
North High School Gymnasium	140 Harrington Way
Worcester Technical High School Lobby	1 Skyline Drive

The recently approved revised school calendar has moved the staff development day from October to election day in November and the new staff development day added in March will be held on Presidential primary dates every four years. There will be no students in school on these election days. When a primary election is needed in September, the Worcester Elections Commission has assured the Worcester Public Schools of enhanced police coverage at these locations.

O. General Business
Kamara
(June 11, 2023)

ITEM: gb 2-305
S.C. MEETING: 9-7-23

ITEM:

To consider offering courses in Latin and Greek in the Worcester public high schools. The item will be reviewed by Administration with the World Language program and multi-lingual program review.

PRIOR ACTION:

12-1-22: The item will be reviewed by Administration with the World Language program and multi-lingual program review.

On a roll call of 7-0, the item was referred to the Administration.

BACKUP:

Annex A (2 pages) contains the Administration's response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:



Worcester Public Schools

Worcester, MA



Dr. John E. Durkin Administration Building
20 Irving Street | Worcester, MA 01609-2493

To: School Committee
From: Assistant Superintendent
Re: gb #2-305
Date: July 27, 2023

To consider offering courses in Latin & Greek in the Worcester Public high schools.

Our district currently offers Spanish, French, American Sign Language (ASL) and Latin at the secondary level.

Beginning in the 2023-2024 school year, Portuguese will also be offered to students at Worcester East Middle.

At Sullivan, Forest Grove, North High, South High, Burncoat High and Doherty High we offer Spanish Language and Literature which is a course designed for our Heritage Spanish speakers and students enrolled in Dual Language and Burncoat Middle.

Latin is offered at Doherty High School.

American Sign Language is offered at Claremont.

Through Virtual High School, students would have the opportunity to enroll in Latin. Other languages available through VHS are Portuguese, ASL, Chinese, German, French, and Spanish.

Greek is not currently offered through our district or through Virtual High School.

This year our district is launching Elementary World Cultures and Languages in grade k-6. This is a course designed to expose students to language learning and also cultures around the world through lessons in geography, art and music.

The WPS Vision of a Learner embraces multilingualism as a desirable outcome and highlights the benefits, including improved communication and cultural understanding.



Worcester Public Schools

Worcester, MA



Dr. John E. Durkin Administration Building
20 Irving Street | Worcester, MA 01609-2493

O. General Business
Clancey
(June 1, 2023)

ITEM: gb 3-157
S.C. MEETING: 9-7-23

ITEM:

To consider creating a policy regarding graduation ceremonies and student participation.

PRIOR ACTION:

6-15-23: *On a voice vote, the item was referred to Governance & Employee Issues.*

BACKUP:

Annex A (1 page) contains the Administration's rationale.

RECOMMENDATION OF MAKER:

Refer to Governance & Employee Issues

RECOMMENDATION OF THE ADMINISTRATION:

Refer to Governance & Employee Issues



Administrator: Dr. Marie Morse
Department: Teaching and Learning
Date: 8/2/2023
Item Number: gb 3-157
Item: To consider creating a policy regarding graduation ceremonies and student participation
Attachment:
Recommendation: Refer to governance

Rationale: High School graduation ceremonies are milestone events for our students and our families. It is the aim of the Worcester Public Schools to ensure that all students have the opportunity to participate in their graduation ceremonies provided that they successfully fulfill the Worcester Public Schools graduation requirements that are articulated in the Worcester Public Schools Student Handbook. While we realize that there are a multitude of obstacles that impact the ability of students to attain the stipulated graduation requirements, we must also make certain that we are holding our school district accountable for the graduation requirements. To this end, we will engage our high school principals in meaningful discussion around this topic and collaborate with stakeholders to develop a fair and equitable process that will guide the expectations for the participation in high school graduation ceremonies.

Why: During the 22-23 school year, numerous students and families contacted the quadrant office with concerns about participation in high school graduation ceremonies. It became apparent that there was not much consistency around the expectations for participation in the ceremonies. As a result, it is imperative that we engage stakeholders in meaningful discussion about the expectations for high school graduation with the goal of developing clear and consistent guidelines across our district.

O. General Business
McCullough
(June 11, 2023)

ITEM: gb 3-204
S.C. MEETING: 9-7-23

ITEM:

To get an update on the AVID program in WPS including current schools, grades, activities, offerings etc.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to Teaching, Learning and Student Supports

RECOMMENDATION OF THE ADMINISTRATION:

O. General Business
Clancey
(August 23, 2023)

ITEM: gb 3-205
S.C. MEETING: 9-7-23

ITEM:

To get a report on the new pilot program of Parent Square. This report to include the plan/costs/terms associated with entering into this contract.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to Administration.

RECOMMENDATION OF THE ADMINISTRATION:

O. General Business
McCullough
(August 26, 2023)

ITEM: gb 3-206
S.C. MEETING: 9-7-23

ITEM:

To review the district transportation policy regarding transportation only provided two or more miles from the assigned school. With n-house transportation, explore the ability to reduce that to less than 2 miles.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to Finance and Operations.

RECOMMENDATION OF THE ADMINISTRATION:

O. General Business
Administration
(August 28, 2023)

ITEM: gb 3-207
S.C. MEETING: 9-7-23

ITEM:

To consider approval of the Vision of a Learner.

PRIOR ACTION:

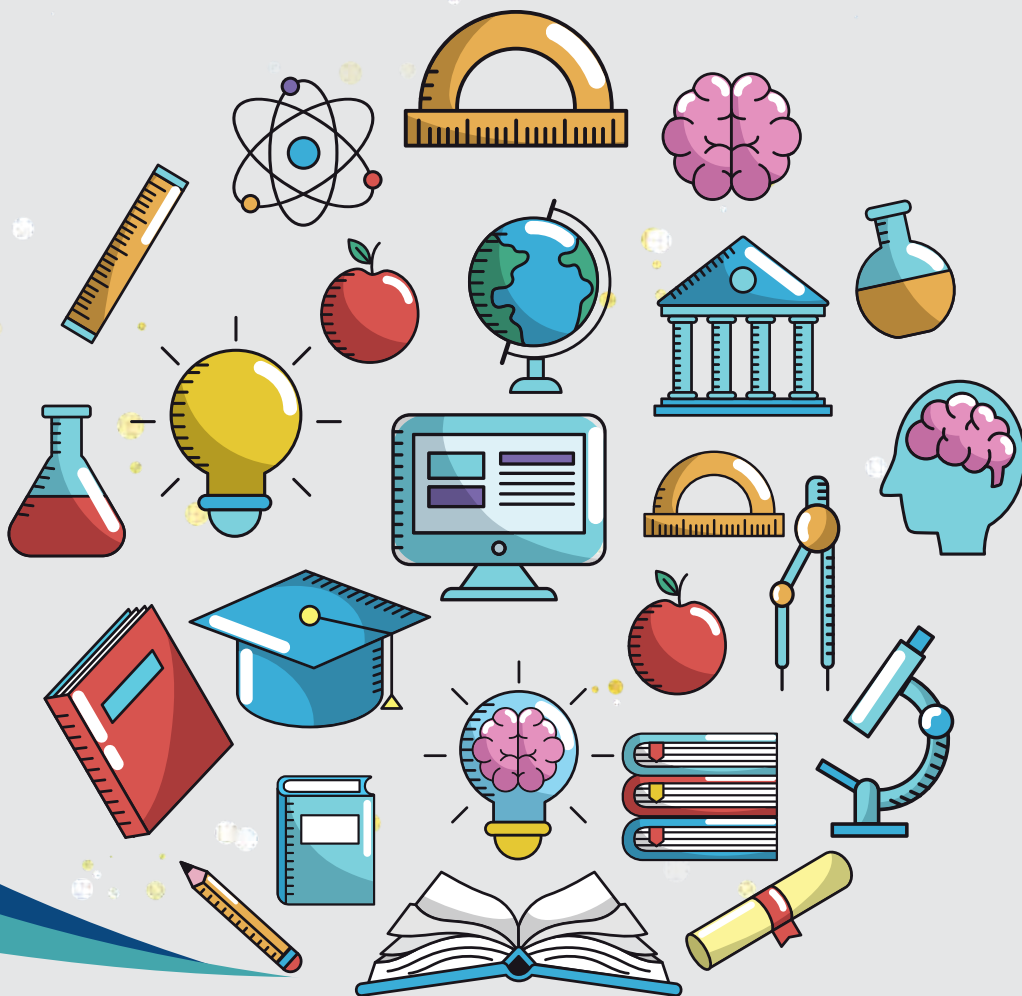
BACKUP:

Annex A (16 pages) contains the Vision of a Learner implementation guide.

RECOMMENDATION OF MAKER:

Refer to Teaching, Learning and Student Support.

RECOMMENDATION OF THE ADMINISTRATION:



VISION OF A LEARNER

Framework & Implementation Plan



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LEADERSHIP MESSAGE



Rachel H. Monárrez, PhD
Superintendent

The Vision of a Learner (VOL) was established as a tangible demonstration of our unwavering commitment to endowing the students in our school district with future-ready skills, which they will employ to serve the community. The plan we have put in place is intended to serve as a roadmap for our collective efforts to create a school district in which every student is equipped to visualize and create their own future.

The VOL framework is the result of extensive input from stakeholders from 2019-2023. It comprises a comprehensive set of skills and character traits, as well as a progression of learning milestones and "I can" statements for each grade level.

The implementation plan encompasses various stages as we endeavor to overhaul our systems, curriculum, instruction, and resources, all in service of realizing our vision.

From here, anywhere...Together!

SKILLS & DISPOSITIONS

All Worcester Public School students will be empowered to lead a meaningful and purposeful life. Our scholars will leverage a broad set of multi-literate skills to graduate as Problem Solvers, Curious Learners, Empowered Individuals, Effective Communicators, and Engaged Community Members.





Problem Solver

Scholars who are methodical in their approach to overcoming obstacles and who reflect on what they learn from the experience to apply it to new situations.



PS 1

Inquire and Develop an Understanding of a Complex Problem

K-2
I can ask relevant questions to further explore a topic or experience.

3-5
I can pose questions to investigate and make meaning of an issue, problem, experience, or observation.

6-8
I can develop clear and precise questions to investigate an authentic topic, problem, issue, experience, need, etc

9-12
I can develop clear and precise questions to investigate the root causes of a complex and authentic topic, problem, issue, experience, need, etc

I can share a clear idea or opinion that is on topic and supported by relevant details or experiences.

I can construct organized claims/ideas/opinions using relevant information and reasoning.

I can construct accurate claims/ideas/opinions and substantiate them with evidence and reasoning.

I can develop accurate claims/ideas/opinions and substantiate them (e.g. thesis, conclusion, solution, hypothesis) with valid evidence and reasoning.

PS 2

Analyze and Synthesize Information from Multiple Sources to Design solutions to Complex Problems

I can propose simple solutions based on information from sources or experiences.

I can analyze information from a source and identify a pattern or trend. I can identify a viable solution.

I can analyze information from multiple sources to identify patterns, trends, and correlations and use that information to design an original solution.

I can analyze and synthesize information from multiple sources to identify patterns, trends, and correlations and use that information to design multiple and/or original solutions.

PS 3

Reflect on progress and make adjustments to solutions

I can describe how I will make my work better.

I can reflect on my progress and explain what is working well and what is not. I make changes to achieve my desired outcome.

I can reflect on my progress and make changes/adjustments until desired outcomes are achieved.

I can reflect on my progress and make continuous changes/adjustments until desired outcomes are achieved.

PS 4

Transfer skills and knowledge to new situations and contexts

I can use what I learn in different situations.

I can identify what I learn in one subject area and explain how I can apply it in another subject or situation.

I can connect & apply what I learn in one domain to another domain in order to find a solution.

I can synthesize and connect what I learn in one domain to a different domain in order to identify multiple solutions to a problem or obstacle.



Curious Learner

Scholars who find joy in learning more about themselves and the world around them. They actively seek opportunities to discover, explore and to better understand their interests while reflecting on what they learn for self-growth and improvement.



K-2

3-5

6-8

9-12

CL 1

Pursue short-term and long-term personal goals through self-reflection and perseverance

I can set a goal and explain why that goal is important to me.

I can set academic and/or personal goals, explain why the goals are important, and make a connection between those goals and my actions.

I can set academic and/or personal goals that are important to me, explain why the goals are important, and identify steps to take towards goals.

I can set academic and/or personal goal(s) that are important to me and justify why the goal(s) are important, identify steps to take towards goals, and take action towards achieving the goal.

CL 2

Reflect on and apply feedback for personal and professional improvement

I can use ideas from others to make my learning and work better.

I can think about feedback that helps me learn and grow, and then use it to improve the quality of my work.

I can receive and integrate constructive feedback into my learning to enhance the quality and effectiveness of my work.

I can seek out, receive, synthesize, and incorporate constructive feedback in order to continuously improve my learning, skills, knowledge, and work.

CL 3

Discover and explore their strengths, interests, and talents

I can talk about my strengths, interests, and talents as they relate to my learning experiences.

I can identify when a learning experience feels meaningful, joyful, and/or connected to my purpose/passion, and I can explain why.

I can identify when a learning experience feels meaningful, joyful, and/or connected to my purpose/passion, and I can analyze the impact of this feeling on my performance during the learning experience.

I can articulate why a learning experience feels meaningful, joyful, and/or connected to my purpose/passion, and I can describe how I will leverage my strengths, interests, and talents into my future aspirations and goals.

CL 4

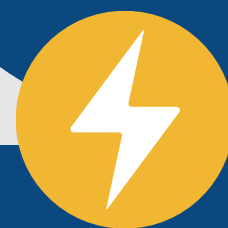
Welcome challenges, ask questions, take intellectual risks, and seek understanding

I can identify when something is challenging. I can use strategies and/or get support from others when needed.

I can identify when I have encountered a challenge or barrier, and name a strategy that might help me move past the challenge or address the barrier.

I can identify when I have encountered a challenge or barrier, and explain how I selected one or more strategies to help me move past the challenge or address the barrier.

I can identify when I have encountered a challenge or barrier, apply effective strategies to move past the challenge or address the barrier, and reflect on how that might guide my future actions.



Empowered Individual

Scholars who feel confident in their ability to navigate a complex world while achieving their goals. They possess the skills to approach life's challenging moments in a healthy manner and have the self-awareness to learn from these experiences in a way that better prepares them for the next challenge.

K-2

3-5

6-8

9-12

EI 1

Practice self-care, wellness, and emotional regulation

I can name emotions and recall strategies to manage them.

I can identify my emotions and use one or more strategies for self-regulations or ask help in "real-time."

I can monitor my emotional state and use a variety of strategies for self-regulation and/or ask for help.

I can articulate when my academic and personal needs are being met and when they are not being met. When they are not being met I can take steps to address it or seek help.

EI 2

Demonstrate responsibility for academic preparedness and outcomes

I know the routines for completing work.

I know how to use an organizational tool to keep track of my assignments and projects.

I understand and can identify systems for time management which work for me to keep me on track with my schoolwork.

I effectively manage my time and workload to meet deadlines, delivering quality work products on time.

EI 3

Believe in their ability to overcome challenges and achieve goals through innovative solutions

I can use tools and positive self-talk to help me achieve my goals.

I can identify resources and strategies that help me to face a given challenge or to accelerate/enhance an opportunity, and know how to access those resources.

I confidently identify resources that can help me to face given challenge or to accelerate/enhance an opportunity, and explain the possible impact those resources could have.

I confidently research and identify resources that I can leverage to face a given challenge or to accelerate/enhance an opportunity, and evaluate the impact of applying those resources.



Effective Communicator

Scholars who convey their ideas in a clear manner to a variety of audiences across settings. They engage in productive dialogue with others, potentially with different points of view, towards a resolution or common goal.


K-2
3-5
6-8
9-12
EC 1

Consider others' identities, ideas, and perspectives

I can recall details from a speaker's message. I can name who's ideas they are.

I can summarize a speaker's ideas and distinguish their point of view from my own.

I can summarize and paraphrase a speaker's ideas, and contribute to information by making connections. I can identify the speakers perspective and purpose.

I can synthesize a speaker's ideas and contribute to information by making relevant connections to extend knowledge by considering the speaker's perspective and purpose.

EC 2

Express complex ideas with clarity and purpose in a variety of formats based on audience

I can use language that meets the needs of the audience, purpose, and task.

I can identify the audience and their needs, and adapt tone and/or message to meet the task and purpose

I can adapt and align style, message, media, and other creative choices with audience and purpose in mind.

I can adapt and align organization, style, rhetorical strategy, message, media, and other creative choices with audience and purpose in mind.

I can share my ideas clearly.

I can convey ideas in an organized manner.

I can convey well-developed ideas in an organized manner.

I can construct and express well-developed ideas in a clear and logically organized manner.

I can present ideas using visuals and/or other medias to communicate clearly.

I can make choices about what technology and/or multimedia I need to enhance the audience's understanding of ideas.

I can utilize technology, multimedia, social media and/or other digital content to enhance the audience's understanding of ideas.

I can create and/or strategically utilize technology, multimedia, social media and/or other digital content to enhance the audience's understanding of ideas.

EC 3

Collaborate in a diverse group to move towards a resolution or meet a shared goal

I can listen to the ideas of others when working in groups.

I can listen and include the ideas of others when working in a group to achieve a common goal.

I can seek and summarize input and contribution from others that represent diverse contexts and experiences and explain how that diversity of input is valuable in reaching a common goal.

I can seek and synthesize input and contribution from people who have diverse perspectives and backgrounds and can explain how that diversity can yield the best process and outcome.

I can share my ideas and ask questions to understand others .

I can explain my ideas clearly and ask questions to understand other perspectives/ideas.

I can explain my ideas clearly and ask clarifying and probing questions of my group members to understand others perspectives/ideas and I can identify the distribuion of voices in our conversations.

I can explain my ideas, ask clarifying and probing questions of my group members, and apply processes to work toward equity of voice among my group.

I can participate in planning cooperative activities.

I can use inclusive strategies to make decisions, solve problems and achieve a common goal.

I can use and lead inclusive processes to identify strengths and needs on my team, and make decisions to address the needs in order to achieve a common goal.

I can strategize and apply inclusive processes to identify strengths and needs on my team, and make decisions to leverage the strengths and address the needs in order to achieve a common goal.



Engaged Community Member

Scholars who participate in the democratic process and are engaged in the betterment of their communities. They are informed and act on that information to advocate for themselves and others of different social, cultural and linguistic backgrounds.



K-2

3-5

6-8

9-12

ECM 1
Advocate for themselves and others through the lens of equity and social justice

I can show concern for others.

I can identify moments where empathy is necessary as it pertains to equitable and inequitable situations.

I can show concern and empathy for myself and others and speak up for those who are treated inequitably or in unjust situations.

I can show concern and empathy for myself and others; understanding unjust social constructs. I can speak up and advocate for myself and others.

I can describe how we can work together to address challenges.

I can express how we can face challenges as a community.

I can research and identify resources that I can learn from to face a given challenge.

I can research and identify resources that I can leverage to face a given challenge, and follow through on that action.

ECM 2
Participate civically in local and global communities to address recognized needs

I can identify problems and needs in my community.

I can identify a need in my community and articulate and communicate solutions.

I can identify a need in my community, articulate and communicate solutions, and develop an action plan.

I can identify a need in my community, articulate and communicate solutions, develop an action plan, and advocate for change.

ECM 3
Interact effectively with others in varied social, cultural, and multilingual backgrounds and contexts

I can work and play with others who are different than me.

I can identify people who are excluded and actively include them.

I can take actions to create a sense of belonging for those around me, especially those who are typically excluded or marginalized.

I can involve others, and justify how my actions lead to creating a sense of belonging for those around me, especially those who are typically excluded or marginalized.

ECM 4
Critically consume, share, and act on information in an ethical manner

I can identify the source of information from digital resources.

I can identify the source of information from digital resources and identify the purpose of that information.

I can analyze information from digital resources to determine the reliability of a source, and explain how I chose to use the information.

I can evaluate information from digital resources to determine the reliability of a source, and justify how I respond to the information presented.

I can create digital content in a way that is accurate and/or artistic.

I can use and create digital content in a way that is accurate and/or artistic.

I can explore and create digital content in a way that contributes to a larger body of accurate information and/or artistic expression.

I can explore, create, and utilize digital content in a way that contributes to a larger body of accurate information and/or artistic expression, and challenges misinformation.

IMPLEMENTATION PLAN



PHASE 1

Alignment &
Discovery

PHASE 2

Pilot

PHASE 3

Partnerships

PHASE 4

Adoption

Alignment & Discovery

- Align current initiatives, courses, and experiences to the draft learning progressions
- Identify which current practices are present in schools and courses
- Address gaps in existing courses
- Articulate explicit instruction for learning progressions
- Spark Teacher and Spark School pilot learning progressions
- Identify existing performance assessments aligned to the learning progressions and develop new assessments where needed

Pilot

- Professional learning for piloting VOL and innovative instruction
- Pilot performance assessments as measures of learning progressions
- Use stakeholder feedback to revise learning progressions and assessments
- Engage students and families in feedback and revision
- Explore staffing and resource needs
- Spark School Implementation

Partnerships

- Communications plan and collateral materials
- Identify community partners
- Identify internships
- Identify and pilot portfolio platform

Adoption

- Determine milestones and structure for demonstration of student outcomes (Learning Journey)
- Align to instructional framework and walkthrough tool
- Implement Learning Journey
- Implement portfolio platform
- Build a culture of reflection



INNOVATIVE INSTRUCTION

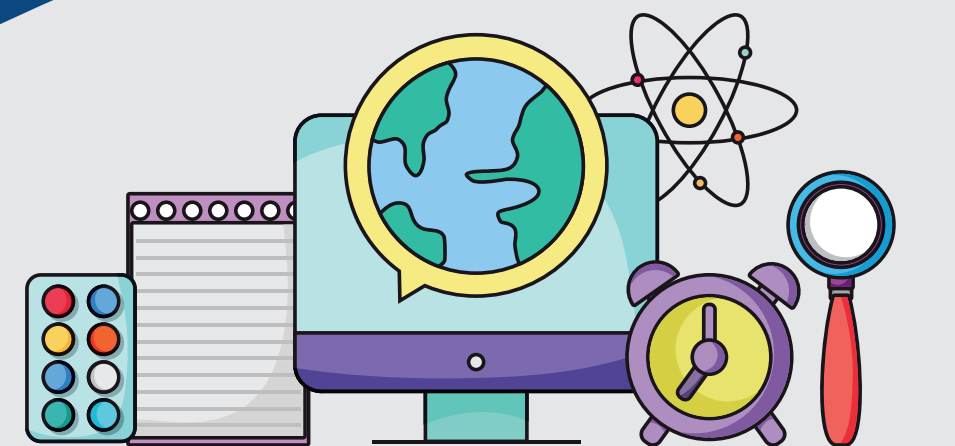
using technology to be Future-Ready

Teachers and students should be developing multiple practices and skills in order to engage, enhance, and extend learning for future-ready skills. Below is a framework developed specifically for WPS based on a needs assessment in the 2022-2023 school year to innovate instruction for the VOL Learning Progressions.

Does the students' or the teacher's use of technology or digital tool...

Engagement in Learning Goals	<ul style="list-style-type: none"> • Help students focus on learning? • Make it easier to engage in the learning? • Allow students to collaborate?
Enhancement of Learning Goals	<ul style="list-style-type: none"> • Create opportunities for creation over consumption? • Make it easier for students to build knowledge? • Add value to the lesson through personalization, augmentation, redefinition, etc?
Extension of Learning Goals	<ul style="list-style-type: none"> • Develop transferable digital skills? • Connect learning to their real lives? • Strengthen interpersonal skills?

What to Look For: The example on the next page features three Indicators from the Standards of Effective Practice and the ISTE Student and Educator Standards along with the Triple E Framework. These Indicators are just a sampling from the full set of Standards and were chosen because they create a sequence: the educator plans a lesson that sets clear and high expectations, the educator then delivers high quality instruction, and finally the educator uses a variety of assessments to see if students understand the material or if re-teaching is necessary. This example highlights teacher and student behaviors aligned to the three Indicators that you can expect to see in classroom with meaningful technology integration.





FUTURE READY INSTRUCTION

using technology in the lesson structure

Targeted Learning Goals



Teachers: Select appropriate digital tools that support standards-aligned goals, referencing data dashboards to identify learning needs and remove barriers. Plan and design digital environments that prioritize student ownership of learning.

Students: Fluently navigate to and within digital environments and tools incorporating resources and routines. Set goals using digital tools.

Classrooms: Online environments (Google Classroom, SeeSaw, WooEdu) are designed and explicitly structured with clear directions explaining the learning intentions and success criteria. Rubrics and/or exemplars are easy to access and are used to guide student work.

Activate



Teachers: Use technology to activate prior knowledge, engage in shared experiences, and prepare to learn. Leverage multimedia creation and authentic problem-solving to prioritize student voice and engagement.

Students: Collaborate and communicate using digital tools (student-student, student-teacher, student-world).

Classrooms: Create student learning environments and support routines that prioritize student ownership of learning and extend beyond classroom walls. Appropriate devices are available for all students. Digital displays, files, content, and materials are accessible.

Model



Teachers: Explicitly demonstrate to students how technology, digital citizenship, collaboration and communications skills are expected to be used in the lesson as appropriate to the learning goals.

Students: Actively engage in learning how to use the technology and exploring what their options are. Ask clarifying questions and prepare to navigate to and within digital tools. When appropriate, follow along with digital resources.

Classroom: Digital materials are designed or selected to model student expectations and provide guidance on healthy, safe, and responsible online activity. Technology is leveraged to remove barriers.

Interactive Practice



Teachers: Use technology to minimize barriers, provide options for all students, and teach transferable digital skills. Digital skills are co-learned with high levels of support through authentic opportunities to communicate, collaborate, problem solve, research, and create using multimedia.

Students: Are empowered to use technology to increase accessibility and access to learning. Work collaboratively with peers and adults to use technology to engage in meaningful learning experiences. Select and use digital tools that support their learning goals, needs, interests, and strengths.

Classroom: Digital and physical spaces are designed to encourage engagement, collaboration, and communication. Students have access to and knowledge of appropriate digital tools to minimize barriers.

Learning Application

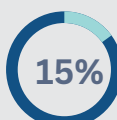


Teachers: Provide a variety of options to assess student knowledge including digital options. Actively monitor use of technology as it pertains to learning goals. Leverage technology to provide feedback that is timely and constructive.

Students: Build knowledge and skills by selecting and/or using appropriate digital tools to meet the lesson criteria and make learning visible. Practice healthy, safe, and responsible online activity. Engage fully in iterative problem solving, gather data, and create multimedia artifacts. Research, interpret, and cite information using developmentally appropriate digital tools and processes.

Classroom: Digital and physical spaces and tools support independent and small group work as well as peer-to-peer and student-to-teacher conferencing.

Wrap Up



Teachers: Reference data dashboards to inform and adjust instruction. Use digital tools to support two-way communication about student growth and progress. Foster a culture of self-directed learning through modeling and guiding students in reflection.

Students: Independently submit digital work. Leverage digital tools to share learning with others. Interpret data to self-monitor progress toward established goals and engage in digital two-way communication to seek out and reflect on feedback. Using rubrics and/or exemplars to guide digital work.

Classroom: Learning platforms are leveraged to support progress monitoring and feedback. Rubrics and exemplars are available in the digital and physical environment for students to reflect on digital work.

LEARNING JOURNEY DRAFT



K-5

Introduce a skill
each year

Student Led
Conferences



GRADE 6

Exit Interview
Portfolio



MIDDLE SCHOOL

Civic Involvement
Defense



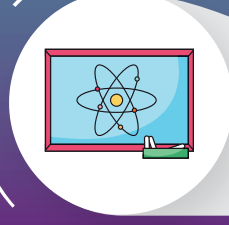
GRADE 9-10

Coursework
Portfolio Building
Civic Participation



GRADE 11

Work Experience
Portfolio Building



GRADE 12

Senior Seminar
Portfolio Defense



APPENDIX

Video



Sample
Social Media



2023



WORCESTER

PUBLIC SCHOOLS



Phone
508.799.3115



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www.worcesterschools.org



Worcester Public Schools
20 Irving Street, Worcester, MA 01609



From Here, Anywhere...

Together

O. General Business
O'Connell Novick
(August 30, 2023)

ITEM: gb 3-208
S.C. MEETING: 9-7-23

ITEM:

Request administration consider informing and training wraparound coordinators and the Family and Community Engagement department in assisting families in applying for benefits to which they are entitled.

PRIOR ACTION:

BACKUP:

Annex A (3 pages) contains an excerpt from "Poverty by America" by Matthew Desmond.

RECOMMENDATION OF MAKER:

Refer to Administration.

RECOMMENDATION OF THE ADMINISTRATION:

THE LOW-HANGING FRUIT HERE is to make sure low-income Americans get connected to the aid for which they qualify. We used to believe that welfare avoidance came down to stigma, that people weren't signing up for food stamps or claiming the Earned Income Tax Credit because they found the experience too shaming. But research has started to chip away at this theory. It turns out that take-up rates of means-tested programs like food stamps are similar to those of some more universal (and less stigmatized) social insurance programs, like unemployment. And when the government switched from issuing food stamps in the form of actual stamps that you would conspicuously hand to a grocery store

cashier to issuing them through discreet Electronic Benefits Transfer (EBT) cards that looked like any other debit card, there wasn't a conclusive uptick in applications. There apparently weren't scores of poor Americans sitting at home thinking, "I would definitely use food stamps if no one in the checkout line noticed." Speaking of food stamps, in Oregon virtually everyone who is eligible for the program enrolls in it. But cross the border into California and roughly a third of residents who qualify for food stamps don't use them. Are food stamps more stigmatized in California than in Oregon? Of course not.⁹

If the answer isn't stigma, what is going on? The bulk of the evidence indicates that low-income Americans are not taking full advantage of government programs for a much more banal reason: We've made it hard and confusing. People often don't know about aid designated for them or are burdened by the application process. When it comes to increasing enrollment in social programs, the most successful behavioral adjustments have been those that simply raised awareness and cut through red tape and hassle.¹⁰

A little can go a long way. One intervention tripled the rate of elderly people enrolled in food stamps by providing information about the program and offering sign-up assistance. Elderly households received a letter informing them they could apply for food stamps along with a number to call. Those who dialed the number were connected to a benefits specialist who helped callers fill out the application and collect the necessary documentation. Again, this nothing-to-it intervention *tripled* enrollment. Another initiative significantly increased the number of workers who claimed the Earned Income Tax Credit

just by sending out mailers, reducing the amount of text on the application, and using a more readable font. No kidding: Using Frutiger font—that sturdy, confident typeface adorning Swiss road signs and prescription labels—helped bring millions of more dollars to low-income working families.”

Private industry in the United States knows a thing or two about advertising services and building distribution channels that seamlessly connect customers with products. The federal government should take note. It should be just as easy for a new mother to apply for the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), which provides diapers and formula, or a laid-off father to apply for unemployment, as it is for me to have birdseed or mouthwash delivered to my home from an app on my phone.

- O. General Business
O'Connell Novick
(August 30, 2023)

ITEM: gb 3-209
S.C. MEETING: 9-7-23

ITEM:

To amend rule 24 of the Worcester School Committee to read as follows: Any member wishing to place an item on an upcoming agenda shall send it to the Clerk, copying the Vice Chair of the Committee by the Wednesday preceding a regular meeting. *Any item filed by more than one member will be placed on the agenda under the name of the member who filed the item first.*

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to Governance and Employee Issues.

RECOMMENDATION OF THE ADMINISTRATION:

O. General Business
O'Connell Novick
(August 30, 2023)

ITEM: gb 3-210
S.C. MEETING: 9-7-23

ITEM:

To commit as a body and as individuals to the state school committee code of ethics contained in policy BCA.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains the BCA - School Committee Member Code of Ethics.

RECOMMENDATION OF MAKER:

To vote to commit to fully fulfilling the policy.

RECOMMENDATION OF THE ADMINISTRATION:

File: BCA - SCHOOL COMMITTEE MEMBER CODE OF ETHICS

Preamble

The acceptance of a code of ethics implies the understanding of the basic organization of School Committees under the Laws of the Commonwealth of Massachusetts. The oath of office of a School Committee member binds the individual member to adherence to those state laws which apply to School Committees, since School Committees are agencies of the state.

This code of ethics delineates three areas of responsibility of School Committee members in addition to that implied above:

1. Community responsibility
2. Responsibility to school administration
3. Relationships to fellow Committee members

A School Committee member in his/her relations with his/her community should:

1. realize that his/her primary responsibility is to the children.
2. recognize that his/her basic function is to be policy making and not administrative.
3. remember that he/she is one of a team and must abide by, and carry out, all Committee decisions once they are made.
4. be well informed concerning the duties of a Committee member on both a local and state level.
5. remember that he/she represents the entire community at all times.
6. accept the office as a Committee member as means of unselfish service with no intent to "play politics," in any sense of the word, or to benefit personally from his/her Committee activities.

A School Committee member in his/her relations with his/her school administration should:

1. endeavor to establish sound, clearly defined policies which will direct and support the administration.
2. recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration.
3. give the chief administrator full responsibility for discharging his/her professional duties and hold him/her responsible for acceptable results.
4. refer all complaints to the administrative staff for solution and only discuss them at Committee meetings if such solutions fail.

A School Committee in his/her relations with his/her fellow Committee members should:

1. recognize that action at official meetings is binding and that he/she alone cannot bind the Committee outside of such meetings.
2. realize that he/she should not make statements or promises of how he/she will vote on matters that will come before the Committee.
3. uphold the intent of Executive Sessions and respect the privileged communications that exist in Executive Sessions.
4. not withhold pertinent information on school matters or personnel problems, either from members of his/her own Committee or from members of other Committees who may be seeking help or information on school problems
5. make decisions only after all facts on a question have been presented and discussed.

LEGAL REF: Code of Ethics adopted by the Delegate Assembly of the Massachusetts Association of School Committees, May 22, 1964.

- O. General Business
Administration
(August 30, 2023)

ITEM: gb 3-211
S.C. MEETING: 9-7-23

ITEM:

To consider approval of the calendar for the Reports of the Superintendent for the 2023-24 school year.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains the proposed calendar for the Reports of the Superintendent for the 2023-24 school year.

RECOMMENDATION OF MAKER:

Approve

RECOMMENDATION OF THE ADMINISTRATION:



Reports of the Superintendent

For the 2023-2024 School Year

REPORT OF THE SUPERINTENDENT CALENDAR	
AUGUST, 2023	
21	Superintendent's Preliminary Goals
SEPTEMBER 2023	
7	Welcome to School Year 2023-24
21	WPS Priority Goals for School Year 2023-24
OCTOBER 2023	
5	Student Academic Achievement Part I
19	Student Academic Achievement Part II
NOVEMBER 2023	
2	School Safety Audit Report and Implementation Plan
16	Multilingual Program Audit Report and Priorities
DECEMBER 2023	
7	Strategic Plan Update
21	Superintendent Mid-Cycle Review 2023
JANUARY 2024	
4	Family and Community Engagement Framework Implementation Update
18	Implementing Roadmap for Well-Being Update
FEBRUARY 2024	
1	FY25 Preliminary Budget Estimates & SC Priorities
15	Instructional Priorities Update
MARCH 2024	
7	Equity Task Force Update
21	Alternative Education Program Review Status Update
APRIL 2024	
4	Special Education Program Audit Report and Priorities (including Collaborative Update)
18	Vision of a Learner in Practice: SPARK Plan Update
MAY 2024	
2	People Champion - Pipeline, Recruitment, Retention
16	Celebrating WPS Retirees
JUNE 2024	
6	FY25 Budget Hearing Date – No Report of the Superintendent
20	FY25 Budget Hearing Date – No Report of the Superintendent

O. General Business
O'Connell Novick
(August 30, 2023)

ITEM: gb 3-212
S.C. MEETING: 9-7-23

ITEM:

To create a reasonable, future ready district cell phone policy.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to Governance and Employee Issues.

RECOMMENDATION OF THE ADMINISTRATION:

- O. General Business
Administration
(August 30, 2023)

ITEM: gb 3-214
S.C. MEETING: 9-7-23

ITEM:

To consider approval of the final list of individuals involved with the Strategic Plan Task Force.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains a list of the Strategic Planning Committee Members.

RECOMMENDATION OF MAKER:

Approve.

RECOMMENDATION OF THE ADMINISTRATION:

Strategic Planning Committee Members

Steering Committee

Rachel Monárrez, Superintendent

Brian Allen, Deputy Superintendent

Marie Morse, Assistant Superintendent

Kimberlee Henry, Chief Equity Officer

Chair: Paul Matthews, Executive Director - The Research Bureau

Vice Chair: Jennifer Davis Carey, Executive Director, Worcester Education Collaborative

Community Partners

1. Viviana Abreu-Hernandez, Vice President - Quinsigamond Community College
2. Che Anderson, Assistant Vice Chancellor for City & Community Relations –Umass Medical School
3. Michael Angelini, Chairman – Bowditch and Dewey, LLP
4. State Representative David LeBoeuf, 17th Worcester District
5. Kathy Chen, Director of STEM Education Center - Worcester Polytechnic University
6. Joseph Corazinni, Vice President for Government and Community Affairs - Clark University
7. Robersto Diaz, Executive Director – Worcester Interfaith
8. Kim Davenport, Chair of the Board - Worcester Education Collaborative
9. Eve Gilmore, Executive Director – Edward Street Child Services
10. Liz Hamilton, Executive Director – Boys & Girls Club
11. Paul LaCava, Professor – Community Member
12. Karen Pelletier, Executive Vice President - Worcester Regional Chamber of Commerce
13. Rev. Clyde Talley, Pastor, Belmont Street Church
14. Jeanine Went, Executive Director - Higher Education Consortium of Central Massachusetts
15. Greg Weiner, President – Assumption University
16. Raquel Castro-Corazzini, Youth Opportunities Office Director - Worc. Dept. of Health & Human Services
17. Jason Homer, Executive Director – Worcester Public Library
18. Kaska Yawo, Executive Director & Co-Founder - African Community Education
19. John Yormie - African Community Education
20. JP Perkins, Program Director - African Community Education
21. Kristin Waters, NAACP
22. Fred Taylor, NAACP
23. Tuyet Tran, Executive Director - Southeast Asian Coalition of Central MA
24. Mary Jo Marion, AVP for University and Community Engagement - Worcester State University
25. Maria Juncos-Gautier - Latino Education Institute, Worcester State University
26. Kimberly Salmon, AVP Community Relations - The Hanover Insurance Group
27. Matilde “ Mattie” Castiel MD, Worcester Commissioner of Health and Human Services
28. Susan Hunt, Government & Community Relations - Holy Cross

WPS Community & Leadership Team

29. Nicole Caligiuri, Citywide Parent Planning Advisory Council Co-Chair/Parent
30. Rupa Chatterjee, Special Education Parent Advisory Council Co-Chair/Parent
31. Maria Gonzalez, Parent
32. Vera Martinoska, English Learner Parent Advisory Council/Parent
33. Tsitsi Masvawure, Parent
34. Eric Mendelson, Citywide Parent Planning Advisory Council Co-Chair/Parent
35. Linda Tilleman, English Learner Parent Advisory Council Co-Chair/Parent
36. Sandra Lozko, FACE Roundtable Representative/Parent

37. Anastasia Garcia, FACE Roundtable Representative/Parent
38. Chantel Bethea, FACE Roundtable Representative/Parent
39. Diep Doan, FACE Roundtable Representative/Parent
40. Kelli Shea, Teacher – Burncoat High
41. Dan Hayes, Teacher – West Tatnuck
42. James Olson, Educational Tech Coach
43. Lucas Donahue, Principal
44. Annie Azarloza, Chief Academic Support Office
45. Will Foley, Executive Director of School Leadership – Burncoat Quadrant
46. Ellen Kelley, Executive Director of School Leadership – Doherty Quadrant
47. Yeu Kue, Chief People Officer
48. Tim Sippel, Executive Director of School Leadership – South Quadrant
49. Kareem Tatum, Executive Director of School Leadership – North Quadrant

- O. General Business
Administration
(August 24, 2023)

ITEM: gb 3-216
S.C. MEETING: 9-7-23

ITEM:

To approve a three year lease agreement for 6 Richards Street for additional parking spaces to serve employees and visitors of Goddard School of Science & Technology.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains an overview of the lease agreement.

RECOMMENDATION OF MAKER:

Approve.

RECOMMENDATION OF THE ADMINISTRATION:

Approve.



WORCESTER PUBLIC SCHOOLS

Office of the Deputy Superintendent
Brian E. Allen.
Deputy Superintendent
Chief Operating Officer &
Chief Financial Officer

P 508-799-3401
E allenb@worcesterschools.net

Dr. John E. Durkin
Administration Building
20 Irving Street
Worcester, MA 01609-2493

Item: To approve a three year lease agreement for 6 Richards Street for additional parking spaces to serve employees and visitors of Goddard School of Science & Technology.

Agreement Terms:

Licensee: Goddard School of Science & Technology, located at 14 Richards Street

Licensor: Ilia Theodhoraqi and Magdalena Theodhoraqi, owns a surface parking lot located at 6 Richards Street

Premise: twenty two (22) parking spots, totaling approximately twelve thousand (12,000) square feet.

Term: Three (3) consecutive years from September 1 through June 30, starting September 1, 2023.

Payment: for ten (10) months each year shall be \$9,000. Licensee shall pay \$900 per month, due on the first business day of each month.

Address 6 RICHARDS ST

Assessed Owner THEODHORAQI, ILIA +

Property Map & Information

