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Committee Members

Molly McCullough, Chair  
Susan Mailman, Vice-Chair  
Jermoh Kamara

Administrative Representative

Dr. Marie Morse

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

AGENDA #2

The Standing Committee on TEACHING, LEARNING AND STUDENT SUPPORTS will hold a virtual and/or in-person meeting:

on: February 14, 2023

at: 5:30 p.m.

in: Room 410, Durkin Administration Building

ORDER OF BUSINESS

I. CALL TO ORDER

II. ROLL CALL

III. GENERAL BUSINESS

gb 1-312.3 Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick  
(November 9, 2021)

Request that the Administration explore utilizing virtual tutoring services for the students of the WPS.

gb 2-248.3 McCullough  
(September 6, 2022)

To review district policy regarding lunch and recess time at the elementary school level and review across the district, making any adjustments necessary.

gb 2-297.1 Johnson  
(November 9, 2022)

To explore the feasibility of extending lunch time in secondary schools by at least ten (10) minutes.

gb 2-292.1 McCullough  
(October 26, 2022)

Request that the Administration explore offering Driver's Ed, utilizing local driving schools, at the high school level.

gb 2-307 McCullough  
(November 19, 2022)

To consider including conduct and effort grades to grading policies.

IV. ADJOURNMENT

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

STANDING COMMITTEE: **TEACHING, LEARNING, AND STUDENT SUPPORTS**

DATE OF MEETING: February 14, 2023

MAKER: Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 9, 2021)

ITEM: Request that the Administration explore utilizing virtual tutoring services for the students of the WPS.

PRIOR ACTION:

11-18-21 - Ms. McCullough requested that the Administration provide a report at a meeting of the Standing Committee on Teaching, Learning and Student Supports.

It was moved and voice voted to refer the item to the Standing Committee of Teaching, Learning and Student Supports.

1-18-22 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS

Ellen Kelley stated that City View, Flagg Street and Norrback Avenue Schools will be utilizing Catapult Learning and the Ignite Program will be used at Quinsigamond Avenue School beginning in February. The programs are being funded by the One 8 Program and through DESE. The programs focus on foundational reading skills, are all virtual and will be held after school. The Catapult Learning Program at Flagg Street School will take place in the evening hours with assistance from families.

Dr. Sippel stated that the district has just begun looking at tutoring services at the secondary level. They did meet with representatives from Paper Education Company, but are also exploring other options.

**(continued on Page 2)**

BACKUP:

Annex A (5 pages) contains a copy of the response from the Administration

PRIOR ACTION (continued)

- 1-18-22 - Bruce Duncan, representing Paper Education Company, presented an overview stating that it is a twenty-four hour platform with unlimited essay review and is currently available in four languages, English, Spanish, French and Mandarin. Students would be able to receive annotated feedback from tutors and is accessible on all platforms. Teachers are trained to apply the Socratic teaching method. He provided a demonstration of the program detailing the different search methods for students including typing in a question or logging in with a tutor. Tutors will not be sharing answers with the students. Files can be uploaded and assessed by the tutor for review and returned back to the student within 24 hours with feedback from the tutor. WPS teachers can access their student's usage and tutor comments. Chair McCullough was impressed with the 24/7 availability and the variety of subject areas. She asked if the Administration could explore piloting the program for one grade or a certain subset. Superintendent Binienda stated that the company does not prefer to do a pilot and that the cost would be over 1.4 million dollars and would have to go out for bid. Lydia Rodriguez, Assistant Superintendent of Springfield Public Schools, stated that Springfield has been using Paper for over four years and teachers are also using it in the classroom allowing them to work with smaller class groups. She stated that it has been very helpful with staffing shortages and provided equity to learning and acceleration. Vice-Chair Mailman asked if the elementary teachers suggest the tutoring or do the students ask for the help. Ms. Kelley stated that all three principals meet with the project managers and receive input from the teachers, but families also can request the extra help. Ms. Kamara asked if there is any video component with Paper and Mr. Duncan stated that most students preferred the anonymity and video could pose a privacy issue.

**(the following motions were considered together)**

Chair McCullough made the following motions:

Request that the Administration provide an update in March on the Catapult and Ignite tutoring programs in the elementary schools.

Request that the Administration continue a conversation with Paper and explore what the opportunities are for utilizing their virtual tutoring services and consider sending out a bid for comparison and provide an update at the February 8, 2022 meeting of Teaching, Learning and Student Supports.

**(continued on Page 3)**

PRIOR ACTION (continued)

- 1-18-22 - Ms. Kamara made the following motion:  
Request that the Administration provide a report on the elementary quadrants' use of Catapult and Ignite.  
On a roll call of 3-0, the motions were approved.  
On a roll call of 3-0, the item was held for the meeting of February 8, 2022.
- 2-3-22 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as amended.  
Superintendent Binienda stated that she met with Mr. Duncan regarding a pilot for grades 9-12.  
Vice-Chair Mailman requested that an update be provided with the scope and cost of the program.  
On a roll call of 3-0, the item was held.
- 2-17-22 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as stated.
- 2-8-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS  
Superintendent Binienda stated that she met with Mr. Duncan regarding a pilot for grades 9-12.  
Vice-Chair Mailman requested that an update be provided with the scope and cost of the program.  
On a roll call of 3-0, the item was held.
- 2-17-22 - SCHOOL COMMITTEE MEETING - The School Committee approved on a roll call of 7-0, the action of the Standing Committee as stated.
- 3-15-22 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS  
Ellen Kelley, Manager of Instructional and School Leadership, stated that Catapult and Ignite programs have allowed for one to one and four to one instruction on a consistent basis. There is no data available because Catapult just began and a walk through with Ignite and the One8 Foundation is scheduled for March 23, 2022. The Catapult program is done in twelve week blocks which will take students through the end of the school year. Depending on funding, the district is planning on using one or both of the programs for the summer school programs. She also stated that Catapult tutoring is done during after school and Ignite is during the school day.  
Chair McCullough asked if there were any challenges encountered regarding Flagg Street School using the program at night and Ms. Kelley stated that other than a few technical issues in the beginning, the families reported that the program was going well.  
Member Kamara requested that a chart be created containing the information on Catapult and Ignite and Ms. Kelley stated that she has that chart and will provide that information.  
On a roll call of 3-0, the item was held.

PRIOR ACTION (continued)

- 4-7-20 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 4-12-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS  
On a roll call of 3-0, the item was held.
- 5-5-22 - The School Committee approved the action of the Standing Committee as stated.
- 5-10-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS  
On a roll call of 3-0, the item was held for a meeting in June.
- 5-19-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 6-22-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS  
Member Mailman asked for an update on the secondary level virtual tutoring and Dr. Sippel stated that the district is still exploring options. Superintendent Binienda stated that the district has been utilizing in house tutors for MCAS and found that secondary students preferred the one on one that those tutors provided.  
Member Kamara requested a report in November containing feedback from students and families on the successes and challenges of the summer and fall Ignite and Catapult tutoring.  
On a roll all of 3-0, the item was held.
- 7-21-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 9-13-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS  
Dr. Morse provided updated information on both the one-on-one Ignite and After-school Catapult Tutorial programs.  
Chair McCullough made the following motion:  
Request that the item be held for a report in December in order for the Administration to explore offering tutorial services for secondary students and provide an update on them at the elementary level.  
On a roll call of 3-0, the motion was approved.
- 10-6-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

gb #1-312

## Response

### Elementary

The elementary virtual tutoring offerings have been well received and used in many schools. We currently use two services; Catapult Tutoring and Ignite. Each has a different approach one is provided during the school day and the other offers small group instruction outside of the school day. Below is a chart that is an update on the virtual tutoring services at the elementary level.

Virtual Tutoring: Elementary Update 2022-2023	
<b><u>Catapult Virtual Tutoring</u></b>	
<ul style="list-style-type: none"><li>● Start Date: October 17, 2022</li><li>● During after school program and/or Evening with parent support</li><li>● Three forty minute sessions each week</li><li>● Each school has approximately 30 tutoring spots</li><li>● Tutoring session are 4 students to 1 adult</li></ul>	
<b><u>Schools/Principal</u></b>	<b><u>Information</u></b>
Union Hill	30 students, after school, 2:00 - 2:45, DIBELS was done 10/14 grades 2-3
Clark Street	15 students, after school, 2:45 - 3:35, start on October 25
Roosevelt	25 students, 4:15 - 5:00 DIBELS 10/21
City View	30 students, 3:20 - 4:10, afterschool,
Flagg	30 student, 2:45 & 3:30, after school program, we can go in to do DIBELS One family tutoring during the evening
Norrback	30 students, grades 1-3, 2:45 - 3:25, DIBELS on site, Oct 21 11:30 - 1:40
Vernon Hill	25 students
Canterbury	12 students, 2:30 - 3:15, DIBELS done 10/14 afterschool, spreadsheet complete
<b><u>Updates</u></b>	
<ul style="list-style-type: none"><li>● Catapult Tutoring is state funded through GEER</li></ul>	

- 40 spots are being added in February
- Chandler Elementary is receiving 20 spots for afterschool
- City View and Union Hill are hoping to do additional evening hours for students who can not do after school programs
- Canterbury is hoping to add spots

**Feedback**

- *Catapult Tutoring is going really well this year. The students enjoy it and have shown growth.*
- *Our students who are actively participating have received progress reports, all but one has shown progress according to STAR data. The feedback from parents is positive.*
- *Most of our students have shown growth on STAR; 24 out of 29 students made gains and 14 out of the 29 had gains of over 50 points. The small groups work well with the students and the material is easy to access.*
- *It is going well at our school. Data shows 80 percent of the second and third graders attending the program have shown growth. Within the 80 percent most of the students scored more than 50 points. We would like to add more students.*
- *From our observations, Catapult is going well. As of now, we do not have results to compare the outcomes from the tutoring. Students are engaged from the moment they sign on, tutors are prepared, students are engaged in reading, writing, listening and speaking. The tutors are working to build positive relationships, and they are focusing on social emotional skills as well as academic skills.*

**Ignite Virtual Tutoring**

- Ignite tutoring started in October, 2022
- Tutoring plans to focus primarily on grade 1 students
- Virtual tutoring takes place during the day
- Students have a 15 minute tutoring session for five days
- Tutoring sessions are 1 student to 1 adult

Quinsigamond School	There are currently 248 students who receive daily virtual tutoring, 111-first graders, 91 second graders, 48 third graders. As of 1/20/23, more than half the students have had mid year assessments with 83% passing rate. Data will be updated when assessments are complete.
Elm Park School	34 students, grades 1-3
Burncoat Prep School	80 students participate in Ignite, Grades 1-3

**Updates**

- More students have been added at all three schools

**Feedback**

- *The program is going great at Elm Park. 32 of 34 students have been making progress*



- Program is rooted in cognitive science of how students learn to read
- The dedicated tutor and specific data driven instruction is invaluable
- If a student does not make adequate progress they get more intense prescribed lessons based on their progress monitoring
- The explicit phoneme grapheme knowledge and applying to reading is great
- The program is going great
- Ignite representatives visit schools yearly; to review data

## Secondary

Additionally, we have been actively considering virtual tutoring for secondary students, including engaging with our Superintendent’s Student Advisory Committee to get their initial input regarding various possible approaches. Models that have been under consideration and the student-identified advantages and challenges are described in the chart below:

<b>Model 1 - “Home-Grown” Worcester-Based Virtual Tutoring</b>	<b>Model 2 - Scheduled Sessions with External Providers</b>	<b>Model 3 - On-Demand Support with External Providers</b>
<ul style="list-style-type: none"> <li>● Live tutoring sessions via video conference</li> <li>● Pre-scheduled hours after school, on weekends, and/or during the summer</li> <li>● Students may register for a series of sessions or engage in as-needed support</li> <li>● WPS teachers &amp; tutors, either site-specific or pooled across the district</li> </ul>	<ul style="list-style-type: none"> <li>● Live tutoring sessions via video conference</li> <li>● Tutors hired/trained by external organization</li> <li>● Pre-scheduled hours after school on weekends, or during the summer</li> <li>● Students may register for a series of sessions or engage in support as-needed</li> <li>● Examples of providers:               <ul style="list-style-type: none"> <li>○ <a href="#">Carnegie Learning</a></li> <li>○ <a href="#">Catapult Learning</a></li> <li>○ <a href="#">Tutor.com</a></li> <li>○ <a href="#">Varsity Tutors</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Live tutoring sessions via an enhanced chat platform</li> <li>● Tutors hired/trained by vendor</li> <li>● On-demand 24/7 whenever student wants assistance</li> <li>● Examples of Providers:               <ul style="list-style-type: none"> <li>○ <a href="#">Paper</a></li> <li>○ <a href="#">TutorMe</a></li> </ul> </li> </ul>
<p><b><u>Student-Identified Advantages:</u></b></p> <ul style="list-style-type: none"> <li>● WPS educators are already familiar with the district curriculum</li> <li>● WPS educators can use the same learning platforms</li> </ul>	<p><b><u>Student-Identified Advantages:</u></b></p> <ul style="list-style-type: none"> <li>● Educators and tutors may bring valuable changes of perspective to our students</li> <li>● Outside organizations match students with tutors whose profile will meet their needs</li> </ul>	<p><b><u>Student-Identified Advantages:</u></b></p> <ul style="list-style-type: none"> <li>● 24/7 access to support when needed</li> <li>● Some students may prefer a text-based platform and find it less intimidating</li> </ul> <p><b><u>Student-Identified Challenges:</u></b></p>

<p>used in classrooms during the day (e.g., Delta Math)</p> <ul style="list-style-type: none"> <li>● WPS educators know our students and can build on those relationships</li> </ul> <p><b><u>Student-Identified Challenges:</u></b></p> <ul style="list-style-type: none"> <li>● Students’ schedules may conflict with tutoring sessions</li> <li>● Students might miss out on perspectives from outside of Worcester</li> <li>● WPS teachers may not be able to extend themselves to meet the after-hours demand</li> </ul>	<p><b><u>Student-Identified Challenges:</u></b></p> <ul style="list-style-type: none"> <li>● Students’ schedules may conflict with tutoring sessions</li> <li>● External tutors would be complete strangers to our students and would have to build relationships from scratch</li> <li>● Outside tutors may not support content that is aligned with WPS curriculum</li> <li>● Unfamiliarity with platforms used</li> </ul>	<ul style="list-style-type: none"> <li>● Not face-to-face or “visual” enough-- lack of connection between tutors and students</li> <li>● Some students may find interacting via chat to be cumbersome or even impossible due to language/ literacy barriers</li> <li>● Unfamiliarity with platforms</li> <li>● Outside tutors may not support content that is aligned with WPS curriculum</li> <li>● Unfamiliarity with platforms used</li> </ul>
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We are provisionally pursuing a home-grown approach. Worcester Technical High School, for example, is already piloting virtual after-school tutoring and virtual MCAS prep on Saturdays (though the number of students who engage with in-person tutoring far exceeds the number who take advantage of the virtual option). As other schools experiment with home-grown virtual tutoring, we may also pool educators from across the district to offer virtual support for specific subjects during designated days and times.

Should we later determine the desirability of engaging with an external tutoring provider at the high school level, we will work with the procurement office to develop a request for proposals with criteria that aligns with the services needed. We will also carefully study the experiences of other districts who have engaged with external providers to ensure this is a direction that would be fruitful for our scholars.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: February 14, 2023

MAKER: McCullough (September 6, 2022)

ITEM: To review district policy regarding lunch and recess time at the elementary school level and review across the district, making any adjustments necessary.

PRIOR ACTION:

9-15-22 - On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A (2 pages) contains a copy of the response of the Administration

gb #2-248

**Response: The district has reviewed all elementary school schedules and worked to revise schedules as needed in order to comply with the Worcester Public Schools recess policy.**

The following link is a list of all elementary schools, recess time and lunch time at each grade level. There is also a copy of the spreadsheet in Annex B.

[Elementary: Lunch and Recess](#)

GRADES	Lunch Time (ex: 11:30AM - 12:00PM)						GRADES	Recess Time (ex: 12:00PM - 12:30PM)							
	K	1	2	3	4	5		6	K	1	2	3	4	5	6
ACT	11:00-11:15	11:00-11:15	11:00-11:15	11:15-11:30	11:15-11:30	11:15-11:30		11:15-11:30	11:15-11:30	11:15-11:30	11:00-11:15	11:00-11:15	11:00-11:15		
Belmont Street	10:40 - 11:00	11:00 - 11:20	11:00 - 11:20	12:00-12:20	11:20-11:40	11:40-12:00	12:00-12:20	11-11:15 1:30-1:45	11:20-11:50	11:20-11:50	12:20-12:50	11:40-12:10	12:00-12:30	12:20-12:50	
Burncoat Prep	10:40-11:00	10:40-11:00	11:20-11:40	11:20-11:40	11:00-11:20	11:00-11:20	11:40-12:00	9:00-9:15 11:00-11:30	11:00-11:30	11:40-12:10	11:40-12:10	11:20-11:50	11:20-11:50	12:00-12:30	
Canterbury Street	11:30-11:50	10:50-11:10	10:50-11:10	10:50-11:10	11:05-11:25	11:05-11:25	11:05-11:25	9-9:15 11:50-12:05	11:50-12:05	11:50-12:05	11:50-12:05	10:50-11:05	10:50-11:05	10:50-11:05	
Chandler Elementary	11:00 - 11:20	11:00-11:15	11:10-11:30	11:30-11:50	11:50-12:05	11:35-11:50	11:15-11:30	11:20-11:30 12:15-12:35	11:15-11:30	11:30-11:50	11:10-11:30	11:35-11:50	11:55-12:05	11:00-11:15	
Chandler Magnet	11:15-11:30	12:20-12:35	11:50-12:05	12:20-12:35	11:15-11:30	11:50-12:05	11:15-11:30	10:45-11:15	11:50-12:20	11:20-11:50	11:50-12:20	10:45-11:15	11:20-11:50	10:45-11:15	
City View	11:35-11:50	11:50-12:05	1:05-1:20	11:05-11:20	12:35-12:50	11:20-11:35	12:50-1:05	11:05-11:35	11:20-11:50	12:35-1:05	10:35-11:05	12:05-12:35	11:35-12:05	1:05-1:35	
Clark Street	11:15-11:35	11:00-11:15	11:00-11:15	12:30-12:45	11:45-12:00	11:45-12:00	12:30-12:45	11:40-12:10	11:15-11:45	11:15-11:45	12:45-1:15	12:00-12:30	12:00-12:30	12:45-1:15	
Columbus Park	10:40-11:00	11:00-11:15	11:30-11:45	11:15-11:30	12:15-12:30	12:00-12:15	11:45-12:00	9:00-9:15 11:00-11:15	9:00-9:15 11:15-11:30	10:30-10:45 11:45-12:00	10:30-10:45 11:30-11:45	12:30-1:00	12:15-12:30 1:15-1:30	12:00-12:15 1:00-1:15	
Elm Park	12:30-1:00	11:00-11:15	11:30-11:45	12:00-12:15	11:15-11:30	12:00-12:15	12:30-12:45	12:00-12:30	11:15-11:45	11:45-12:15	12:15-12:45	10:45-11:15	12:15-12:45	12:45-1:15	
Flagg Street	11:35-11:50	11:35-11:50	11:00-11:15	11:00-11:15	12:45-1:00	12:45-1:00	12:10-12:25	10:00-10:15 11:50-12:05	10:00-10:15 11:50-12:05	11:15-11:30 1:15-1:30	11:15-11:30 1:15-1:30	10:00-10:15 1:00-1:15	10:00-10:15 1:00-1:15	10:00-10:15 1:00-1:15	10:00-10:15 12:25-12:40
Francis J. McGrath	10:45-11:05	12:10 - 12:30	12:10 - 12:30	12:10 - 12:30	11:25 - 11:40	11:25 - 11:40	11:25 - 11:40	11:05 - 11:35	12:30 - 12:50	12:30 - 12:50	9:45 - 9:55 12:30 - 12:50	11:40 - 12:10	11:40 - 12:10	11:40 - 12:10	
Gates Lane	11:00-11:20	11:50-12:05	11:50-12:05	12:25-12:40	12:25-12:40	1:00-1:15	1:00-1:15	11:25-11:55	12:10-12:40	12:10-12:40 PM	12:45-1:15	12:45-1:15	1:20-1:50	1:20-1:50	
Goddard	10:40-11:00	11:00-11:15	11:15-11:30	11:35-11:50	11:50-12:05	12:15-12:30	12:30-12:45	10:20-10:40	11:15-11:30	11:00-11:15	11:50-12:05	11:35-11:50	12:30-12:45	12:15-12:30	
Grafton Street	11:55-12:10	11:05-11:20	11:30-11:45	11:35-11:50	11:15-11:30	12:10-12:25	11:55-12:10	10:00-10:15 12:10-12:30	1:00-1:15 11:20-11:40	10:00-10:15 11:45-12:05	1:00-1:15 11:10-11:30	10:00-10:15 11:30-11:50	10:00-10:15 11:50-12:10	10:00-10:15 12:10-12:30	
Heard Street	11:25-11:40	11:25-11:40	11:50-12:05	11:50-12:05	12:15-12:30	12:15-12:30	12:15-12:30	11:40-11:55 1:30-1:45	11:40-11:55 1:30-1:45	12:05-12:20 1:45-2:00	10:15-10:30 12:05-12:20	10:00-10:15 12:30-12:45	9:45-10:00 12:30-12:45	9:45-10:00 12:30-12:45	
Jacob Hiatt	11-11:20	11-11:20	11:40-12:00	11:40-12:00	12:25-12:45	12:25-12:45	12:25-12:45	11:20-11:35 1:05-1:20	11:20-11:35 1:05-1:20	10:15-10:30 12-12:15	10:15-10:30 12-12:15	10:10-15 12:45-1:00	10:10-15 12:45-1:00	10:10-15 12:45-1:00	
La Familia	11:00-11:20	11:20-11:35	11:40-11:55	11:55-12:10	11:55-12:10	12:10-12:25	11:55-12:10	10:30-11:00	11:05-11:20; 1: 55-2:10	11:20-11:35; 1:35-1: 50	11:35-11:50; 12:55-1: 10	11:35-11:50; 12:55-1: 10	11:50-12:05; 1:15- 1:30	11:50-12:05; 1:15-1: 30	
Lake View	10:50-11:10	11:35-11:55	11:35-11:55	11:35-11:55	11:55-12:15	11:55-12:15	11:15-12:15	11:10-11:25 & 1:00-1: 15	11:55-12:30	9:20-9:35 11:55-12:15	11:55-12:15 & 1:00-1: 10	10:00-10:15 & 11:35- 11:55	9:50-10:00, & 11:35-11: 55	9:50-10:00, & 11:35-11: 55	
Lincoln Street	11:15-11:30	11:15-11:30	11:15-11:30	11:15-11:30	11:45-12:00	11:45-12:00	11:45-12:00	11:30-12:00	11:30-12:00	11:30-12:00	11:30-12:00	11:15-11:45	11:15-11:45	11:15-11:45	
May Street	11:40-12:00	11:45-12:05	11:45-12:05	11:45-12:05	12:05-12:25	12:05-12:25	12:05-12:25	9:40-9:55 11:20-11:40	10:00-10:15 12:05-12:25	10:00-10:15 12:05-12:25	10:00-10:15 12:05-12:25	10:00-10:15 11:45-12:05	10:00-10:15 11:45-12:05	10:00-10:15 11:45-12:05	
Midland Street	11:50-12:15	11:10-11:25	11:10-11:25	11:45-12:00	12:15-12:30	12:15-12:30	11:45-12:00	12:20-12:50	10:40-11:10	10:40-11:10	11:15-11:45	11:45-12:15	11:45-12:15	11:15-11:45	
Nelson Place	12:10-12:30	12:45-1:05	11:35-11:55	11:05-11:25	11:35-11:50	12:45-1:00	12:10-12:25	12:25-12:55	9:30-9:50 1:05-1:15	11:50-12:05 2:00-2:15	11:20-11:35 1:00-1:15	11:50-12:20	1:00-1:30	12:20-12:50	
Norrback Ave	10:00-10:20	11:30-11:50	11:30-11:50	11:55-12:15	11:55-12:15	11:10-11:30	11:10-11:30	10:20-10:45	11:05-11:30	11:05-11:30	11:30-11:55	11:30-11:55	10:50-11:10	10:50-11:10	
Quinsigamond	12:50-1:20	10:55-11:10	11:15-11:30	12:15-12:30	12:35-12:50	11:35-11:50	11:55-12:10	10:30-10:45 1:05-1:20	11:15-11:30 1:30-1: 45	10:55-11:10; 1:00-1: 15	12:35-12:50; 10:45- 11:00	10:00-10:15; 12:15-12: 30	9:15-9:30; 11:55-12:10	10:30-10:45; 11:35- 11:50	
Rice Square	12:15-12:30	11:15-11:30	11:45-12:00	11:00-11:15	10:49-45	12:00-12:15	12:30-12:45	12:30-1:00	11:30-12:00	12:00-12:30	11:15-11:45	11:45-12:15	12:15-12:45	12:45-1:15	
Roosevelt	10:50-11:10	11:20-11:40	11:20-11:40	11:50-12:10	11:50-12:10	12:20-12:40	12:20-12:40	11:20-11:50	10:50-11:20	10:50-11:20	11:20-11:50	11:20-11:50	11:50-12:20	11:50-12:20	
Tatnuck Magnet	11:30-11:45	11:30-11:45	11:30-11:45	11:30-11:45	12:15-12:30	12:15-12:30	12:15-12:30	11:45-12:15	11:45-12:15	11:45-12:15	11:45-12:15	12:30-1:00	12:30-1:00	12:30-1:00	
Thorndyke	11:00-11:20	11:30-11:45	11:30-11:45	11:50-12:05	11:50-12:05	12:10-12:25	12:10-12:25	11:20-11:40	11:45-12:15	11:45-12:15	12:05-12:35	12:05-12:35	12:25-12:55	12:25-12:55	
Union Hill	11:45-12:00	10:45-11:00	11:00-11:15	11:45-12:00	11:45-12:00	12:15-12:30	12:15-12:30	10-10:15 12-12:15	11:00-11:15 1-1:15	10:45-11-1-1:15	11:15-11:45	11:15-11:45	11:45-12:15	11:45-12:15	
Vernon Hill	10:00-10:15	10:00-10:15	10:00-10:15	10:45-11:00	10:45-11:00	11:30-11:45	11:30-11:45	10:15-10:45	10:15-10:45	10:15-10:45	11:00-11:30	11:00-11:30	11:45-12:15	11:45-12:15	
Wawecus Road	11:25-11:45	11:25-11:45	11:25-11:45	11:45-12:05	11:45-12:05	11:45-12:05	11:45-12:05	11:45-12:15	11:45-12:15	11:45-12:15	11:25-11:45 12:05-12:15	11:25-11:45 12:05-12:15	11:25-11:45 12:05-12:15	11:25-11:45 12:05-12:15	
West Tatnuck	12:00-12:15	12:00-12:15	12:15-12:30	12:15-12:30	12:30-12:45	12:45-1:00	12:30-12:45	10:30-10:45 12:15-12:30	10:30-10:45 12:15-12:30	10:30-10:45 12:00-12:15	10:30-10:45 12:00-12:15	10:45-11:00 12:45-1:00	10:45-11:00 12:30-12:45	10:45-11:00 12:45-1:00	
Woodland Academy	10:15-10:35	10:40-10:55	10:40-10:55	11:00-11:15	11:00-11:15	11:20-11:35	11:20-11:35	10:00-10:15 X-12:40- 12:55	10:55-11:10 X-12: 25-12:40	10:55-11:10 X-10:20- 10:35	11:15-11:30 X-1:20-1: 35	11:15-11:30 X-12:05- 12:20	11:35-11:50 X-11:50- 12:05	11:35-11:50 X-9:30-9: 45	
Worcester Arts Magnet	11:30-11:45	11:30-11:45	11:30-11:45	12:00-12:15	12:00-12:15	12:30-12:45	12:30-12:45	11:45-12:15	11:45-12:15	11:45-12:15	12:15-12:45	12:15-12:45	12:45-1:15	12:45-1:15	

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING:

MAKER: Johnson (November 9, 2022)

ITEM: To explore the feasibility of extending lunch time in secondary schools by at least ten (10) minutes.

PRIOR ACTION:

11-17-22 On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A (1 page) contains a copy of the recommendation from the Administration

gb #2-297

### **Response**

On Friday, January 27, 2023 we met with all our Secondary Principals. We asked about the feasibility of extending lunch time in the secondary schools for at least ten minutes. All principals agreed that it would be difficult and not favorable to extend the lunch period. Below is a synopsis of the responses as to why the extra time is not feasible.

- School schedules have very little extra time built in-- there is not enough time in the day
- "Time on learning" issues, 10 minutes per day is equal to about 1 hour lost on instruction per week
- The school schedule is based on a master schedule of 7 periods, and that proposed change would create disruption to a complex schedule structure that is not easily changed
- Additional and extended lunch duty time would be difficult to staff
- Principals felt that the 30 minute lunch was sufficient and allowed enough time
- Large schools hold many lunch blocks and this proposed change would extend the lunch window by 40-60 minutes throughout the day, which would present an additional challenge for kitchen staff

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: February 14, 2023

MAKER: McCullough (October 26, 2022)

ITEM: Request that the Administration explore offering Driver's Ed, utilizing local driving schools, at the high school level.

PRIOR ACTION:

BACKUP:  
Annex A (1 page) contains a copy of the recommendation from Administration



gb #2-292

**Response**

The district sees great value in pursuing drivers education classes for reduced cost or free of charge for our students. We recognize that the barrier for some families is the high cost of these classes. We also believe that obtaining a driver's license is an important step in the future success of our students. The district has begun planning with the Boys and Girls Club and other partners in order to offer drivers education classes for our students for reduced cost or free of charge. At this point the Boys and Girls Club is offering 5 free spots for the week of April Break and 5 free spots for a week in August. The Executive Directors will communicate this information to the High School Principals.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: February 14, 2023

MAKER: McCullough (November 19<sup>th</sup>, 2022)

ITEM: To consider including conduct and effort grades to grading policies.

PRIOR ACTION:

12-1-22 On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A (1 page) contains a copy of the recommendation from the Administration

gb #2-307

**Response:** Currently the Worcester Public Schools' students receive a conduct and effort on every grade for every course in grades 7-12 and a general overview of conduct and effort for elementary students. Our conduct grade reflects feedback regarding observable learning habits and student behavior. Effort measures the extent to which the student applies and persists through academic and classroom expectations. It is our expectation that students are well behaved, respectful, follow directions and work to the best of their ability regularly.

**Lack of systemic grading guidance**

After careful review and examination of current district practices, report card guidance, internal documents, and the student handbook we found that we are without comprehensive written, grading guidance documents. It is our intention to develop this guidance to be ready for the 2024-2025 school year. This guidance will establish a system-wide, common understanding of grading expectations, that fairly, clearly, accurately and consistently communicates student learning progress and achievement equitably across our schools. We recommend that grading practices must be created and developed, as we see a need to codify a fair and equitable grading process across the school district. This work will require taskforce involvement and a process that includes administrators, teachers, students and families. It is our intent to begin planning this work this spring and have a grading guidance document for review by June 2024.