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

AGENDA #39

on: Thursday, December 3, 2020
at: 5:00 p.m. - Executive Session
6:00 p.m. - Regular Session
Virtually in: Room 410 at the Durkin Administration Building

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER
INVOCATION
PLEDGE OF ALLEGIANCE
NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #0-43 - Administration
(November 10, 2020)

To consider approval of the Minutes of the School Committee Meeting on Monday, November 19, 2020.

IV. MOTION FOR RECONSIDERATION – NONE

V. IMMEDIATE ACTION

gb #0-355.1 - Administration/Mrs. Clancey/Ms. McCullough/
Mayor Petty
(November 24, 2020)

To recognize University Park Campus School for ranking #57 in Massachusetts High Schools out of 1,368 in National Rankings by U.S. News and World Report for its performance on state tests, graduation rates and preparation of their students for college.

V. IMMEDIATE ACTIONACTION

gb #0-365 - Administration
(November 25, 2020)

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

Request that the School Committee provide information on what is being done to prevent cyber bullying. **(Fatimah Daffaie)**

VI. REPORT OF THE SUPERINTENDENT - NONEVII. COMMUNICATIONS AND PETITIONS - NONEVIII. REPORT OF THE STANDING COMMITTEE

The Standing Committee on Finance and Operations met virtually on Tuesday, November 17, 2020 at 5:00 p.m. in Room 410 at the Durkin Administration Building.

The Standing Committee on Governance and Employee Issues met virtually on Tuesday, November 24, 2020 at 4:30 p.m. in Room 410 at the Durkin Administration Building.

IX. PERSONNEL - NONEX. GENERAL BUSINESS

gb #0-286.4 - Administration/Mayor Petty/Miss Biancheria/
Mrs. Clancey/Ms. McCullough/Mr. Monfredo/
Ms. Novick
(November 25, 2020)

To provide a brief update on COVID-19 and remote learning.

gb #0-336.1 - Administration/Mrs. Clancey/Mrs. McCullough/
Mr. Monfredo/Ms. Novick
(November 16, 2020)

Response of the Administration to the request to make certain that there is district consistency regarding workload assigned to students during remote learning to include work for both the school day and homework assignments.

GENERAL BUSINESS (continued)ACTION

gb #0-337.1 - Administration/Miss Biancheria/Mrs. Clancey/
Ms. McCullough/Mr. Monfredo
(November 17, 2020)

Response of the Administration to the request to provide a report that includes the number of students, teachers, nurses and additional staff that participated in the SAT testing at the school sites.

gb #0-362.1 - Administration/Ms. McCullough/Miss Biancheria/
Mrs. Clancey
(November 24, 2020)

Response of the Administration to the request to provide a report on the tracking of Special Education services that are currently being provided remotely to students.

gb #0-363.1 - Administration/Ms. McCullough/Miss Biancheria/
Mrs. Clancey
(November 24, 2020)

Response of the Administration to the request to provide an update on Special Education testing to include the types that are taking place, the timeline updates and any other pertinent information.

gb #0-366 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/
Ms. Novick
(November 19, 2020)

Request that the Administration provide the dates for all virtual open houses that will be taking place and ensure that the dates are communicated to families.

gb #0-367 - Administration
(November 23, 2020)

To approve the following donations in the amounts of:

- \$64.64 to Woodland Academy from Lifetouch
- \$100.00 to the Graphics Communication Department at WTHS from the Chapter 9 of the 173rd Airborne Brigade Association

GENERAL BUSINESS (continued)ACTION

gb #0-368 - Ms. Novick/Mrs. Clancey/Ms. McCullough
(November 23, 2020)

To create Worcester School Committee operational norms.

gb #0-369 - Ms. Novick/Mrs. Clancey/Ms. McCullough/
Mr. Monfredo
(November 23, 2020)

To set a date to meet with the Worcester legislative delegation to impress upon all the dire consequences on failing to implement the Student Opportunity Act in FY22.

gb #0-370 - Ms. Novick/Mrs. Clancey/Ms. McCullough
(November 23, 2020)

To collaborate with the other Gateway City Committees, superintendents, and business offices, along with MASC, MASS, and MASBO in educating all stakeholders on the need for implementation of the Student Opportunity Act in FY22.

gb #0-371 - Administration
(November 23, 2020)

To authorize the Administration to enter into a lease agreement of up to five years with Hilltop Group Holdings LLC for the parking lot associated with the Durkin Administration Building.

gb #0-372 - Administration
(November 23, 2020)

Request that the School Committee consider a recommendation from the MIAA to allow participation of students in Ice Hockey as a winter sport and postpone the discussion on Swimming and Boys and Girls Basketball until January 24, 2020.

gb #0-373 - Administration
(November 25, 2020)

To consider approval of the following prior fiscal year payments:

1. \$1,168.00 to Casey Engineered Maintenance Systems
2. \$10,878.08 to Savvas Learning Company

XI. EXECUTIVE SESSION

ACTION

gb #0-364 - Administration
(November 25, 2020)

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #20/21-3.

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 – Coronavirus/COVID-19 Related Issues – Educational Association of Worcester, Units A & B (Educators/Administrators); Aides to the Physically Handicapped, Monitors and Drivers; Instructional Assistants; Parent Liaisons; Tutors; and Therapy Assistants.

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, Units A & B (Educators/Administrators).

V. IMMEDIATE ACTION
Administration/Mrs. Clancey/
Ms. McCullough/Mayor Petty
(November 24, 2020)

CURRENT ITEM - gb #0-355.1
S.C. MEETING - 12-3-20

1ST ITEM gb #0-355 S.C.MTG. 11-19-20
2ND ITEM gb #0-355.1 S.C.MTG. 12-3-20

ITEM:

To recognize University Park Campus School for ranking #57 in Massachusetts High Schools out of 1,368 in National Rankings by U.S. News and World Report for its performance on state tests, graduation rates and preparation of their students for college.

ORIGINAL ITEM: Administration/Mrs. Clancey/Ms. McCullough/Mayor Petty
(November 4, 2020)

To set a date to recognize University Park Campus School for ranking #57 in Massachusetts High Schools out of 1,368 in National Rankings by U.S. News and World Report for its performance on state tests, graduation rates and preparation of their students for college.

PRIOR ACTION

11-19-20 - Set the date of Thursday, December 3, 2020.

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Recognize.

V. IMMEDIATE ACTION
Administration
(November 23, 2020)

ITEM - gb #0-365
S.C. MEETING - 12-3-20

ITEM:

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

Request that the School Committee provide information on what is being done to prevent cyber bullying. **(Fatimah Daffaie)**

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss at the meeting.

Committee Members
John Foley, Chairman
Molly McCullough, Vice Chairman
Dianna Biancheria

AGENDA #4
F/O
11-17-20
Page 1

A C T I O N S

The Standing Committee on Finance and Operations met virtually at 5:05 p.m. on Tuesday, November 17, 2020 at the Durkin Administration Building in Room 410.

There were present: Miss Biancheria, Vice-Chairman McCullough and Chairman Foley

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

Others in attendance: G. Bares, S. Consalvo, S. Kyriazis, D. Lombardi and R. Walton

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

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

Mr. Allen spoke to the status of the FY20 Budget 4th Quarter report.

On a roll call of 3-0, the item was approved and filed.

ROS #0-6 -Administration (May 15, 2020)

UPDATE ON THE STUDENT INFORMATION SYSTEM (SIS) PROCUREMENT PROJECT – Center for Educational Leadership and Technology (CELT)

Mr. Walton stated that the city is in the process of preparing a cost proposal.

Mrs. Kyriazis stated that a presentation for a full recommendation will be presented at the School Committee meeting on Thursday, December 17, 2020.

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

gb #0-267 - Administration (August 18, 2020)

To review the status of the FY21 Budget and make appropriate transfers as required.

Mr. Allen spoke to the status of the FY21 Budget and appropriate transfers.

It was moved to approve the following transfers:

DUE TO CURRENT STATE BUDGET REDUCTION:

Amount	From Account	Account Title	To Account	Account Title
\$7,467,509	540103-92000	Transportation	500-92204	Instructional Materials, Line E.
\$4,335,139	500-91111	Teacher Salaries	500-92204	Instructional Materials, Line E.
\$799,707	500-91115	Instructional Assistants Salaries	500-92204	Instructional Materials, Line E.
\$515,780	500-92204	Instructional Materials	500-92204	Instructional Materials, Line E.
\$324,318	500-91114	Teacher Substitutes Salaries	500-92204	Instructional Materials, Line E.
\$317,161	500-91120	Maintenance Service Salaries	500-92204	Instructional Materials, Line E.
\$301,372	500130-92000	Personal Services	500-92204	Instructional Materials, Line E.
\$276,610	500123-96000	Health Insurance	500-92204	Instructional Materials, Line E.
\$241,441	500-91110	Administration Salaries	500-92204	Instructional Materials, Line E.
\$334,482	540-91124	Crossing Guard Salaries	500-92204	Instructional Materials, Line E.
\$149,314	500-91119	Custodial Salaries	500-92204	Instructional Materials, Line E.
\$138,272	500-91134	Educational Support Salaries	500-92204	Instructional Materials, Line E.
\$117,162	500-91133	School Nurse Salaries	500-92204	Instructional Materials, Line E.
\$89,303	500152-92000	Facilities Ordinary Maintenance	500-92204	Instructional Materials, Line E.
\$86,223	540-91117	Transportation Salaries	500-92204	Instructional Materials, Line E.
\$70,598	500-91121	Administrative Clerical Salaries	500-92204	Instructional Materials, Line E.
\$55,473	500-91123	Non Instructional Salaries	500-92204	Instructional Materials, Line E.
\$44,357	500-91122	School Clerical Salaries	500-92204	Instructional Materials, Line E.
\$27,500	500-91118	Supplemental Program Salaries	500-92204	Instructional Materials, Line E.
\$22,001	500-97203	Custodial Overtime Salaries	500-92204	Instructional Materials, Line E.
\$14,000	540-97201	Transportation Overtime Salaries	500-92204	Instructional Materials, Line E.
\$5,000	500136-92000	Miscellaneous Educational OM	500-92204	Instructional Materials, Line E.
\$3,169	500-97204	Maintenance Overtime Salaries	500-92204	Instructional Materials, Line E.
\$1,447	500-97205	Support Overtime Salaries	500-92204	Instructional Materials, Line E.

OPERATIONAL BUDGET TRANSFERS

\$1,131,200	500-91134	Educational Support Salaries	500-91111	Teacher Salaries
\$180,000	500-91115	Instructional Assistants Salaries	500-91111	Teacher Salaries
\$157,612	500130-92000	Personal Services	500-91118	Supplemental Program Salaries
\$40,000	500-91118	Supplemental Program Salaries	500-91111	Teacher Salaries
\$15,680	500-92204	Instructional Materials	500-91111	Teacher Salaries
\$5,500	500-91118	Supplemental Program Salaries	500130-92000	Personal Services
\$590,000	500-91114	Teacher Substitutes	500137-96000	Unemployment Compensation
\$230,000	500-91115	Instructional Assistants Salaries	500137-96000	Unemployment Compensation
\$280,000	500-91119	Custodial Salaries	500137-96000	Unemployment Compensation
\$250,000	500-91123	Non Instructional Salaries	500137-96000	Unemployment Compensation

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

Grants	FY21 Adopted Budget	FY21 Award	Difference
Title I	\$11,585,589	\$11,065,503	-\$520,086
Title II Teacher Quality	\$1,238,673	\$1,114,170	-\$124,503
Title III	\$1,120,151	\$1,193,397	\$73,246
Title IV	\$789,078	\$837,290	\$48,212
IDEA	\$7,827,865	\$7,888,049	\$60,184
Perkins Secondary Allocation	\$474,016	\$456,639	-\$17,377

On a roll call of 3-0, the item was held for the Second Quarter Report.

HOLD

gb #0-284 - Administration (September 1, 2020)

To accept the CvRF Coronavirus Relief Fund School Reopening Grant in the amount of \$5,729,400.

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

Motion qb #0-138.2 - Mr. Foley (June 18, 2020)

Request that Account 50S502 –Nutrition Program and Grant Programs be referred to the Standing Committee on Finance and Operations.

Ms. Lombardi stated that the district has been providing approximately 3,000 meals per day and is looking to expand home deliveries to 7 days a week.

Mr. Foley asked for an estimate on the number of students that currently require home delivery of meals and Ms. Lombardi stated that she would provide that number.

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

On a roll call of 3-0, the meeting adjourned at 5:51 p.m.

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

Committee Members

Laura Clancey, Chairman
John Monfredo, Vice-chairman
Tracy O'Connell-Novick

AGENDA #4
G/EI
11-24-20
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A C T I O N S

The Standing Committee on Governance and Employee Issues met virtually at 4:36 p.m. on Tuesday, November 24, 2020 at the Durkin Administration Building in Room 410.

There were present: Mr. Monfredo, Ms. Novick and Chairman Clancey

Representing Administration: Ms. Boulais, Dr. O'Neil, Superintendent Binienda and Dr. Friel

Others in attendance: K. Amoah, C. Melendez-Quintero, Dr. Morse, C. Kuriacose, K. Seale, M. Mahoney, S. Kyriazis, T. Sippel and Dr. Ganas

gb #0-93 - Administration (February 24, 2020)

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

- BEDH Public Comment at School Committee Meetings
- IHB Special Instructional Programs and Accommodations

Mrs. Clancey made the following motion:

Request that the School Committee approve the following MASC Policies:

- BEDH Public Comment at School Committee Meetings
- IHB Special Instructional Programs and Accommodations

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

c&p #0-12 - Clerk (June 21, 2020)

To consider a communication from Kwaku Nyarko relative to the Worcester Voter Registration Initiative partnering with the Worcester Public Schools to increase voter turnout in the city through community engagement, workshops, and civics lessons catered towards the youth.

Mr. Monfredo made the following motion:

Request that the Administration forward the petition to the City Clerk's office requesting that a meeting take place with the two petitioners to discuss ideas for additional community support for the schools with civic engagement projects.

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

c&p #0-12 (continued)

Mrs. Clancey made the following motion:

Request that the item be referred to Colleen Kelly, History and Social Studies Curriculum Liaison, to invite members of the Worcester Voter Registration Initiative to speak to students in Civics classes.

On a roll call of 3-0, it was moved to provide a report from Colleen Kelly in a Friday Letter in March 2021 regarding the ongoing voting initiatives taking place in the schools.

Mr. Amoah discussed the Worcester Registration Voter Initiative and wanted to collaborate with the Worcester Public Schools to discuss with students the importance of voting and civic engagement throughout the community. He also discussed the importance of community leaders discussing with students, on a face to face basis, the importance of voting in national and local elections.

ROS #0-12 -Administration (November 11, 2020)

SELF EVALUATION, GOALS AND BENCHMARKS OF THE SUPERINTENDENT FOR 2020-21

motion gb #0-238 - Mayor Petty (August 5, 2020)

Request that the Superintendent's goals be referred to the Standing Committee on Governance and Employee Issues for formulation of new goals to be brought back to the Full Committee.

(These items were considered together.)

ROS #0-12 and motion gb #0-238 (continued)

Mr. Monfredo made the following motion:

Request that the Professional Practice Goal be approved as stated.

On a roll call of 1-2 (yeah Mr. Monfredo), the motion was defeated.

Mrs. Clancey made the following motion:

Request that the proposed goals of the Superintendent be amended as follows:

Superintendent Binienda's Proposed Goals	School Committee's proposed amendments to the goals
Professional Practice Goal:	
Starting in August 2020, participate in monthly professional learning opportunities to further develop my leadership skills and to inform district decisions.	It was moved and voice voted to discuss this goal at the Committee Meeting on December 3, 2020.
Student Learning Goal:	
By June 2021, 100% of school- based teams will use data to identify achievement gaps and implement improvement practices and resources to support learning for each student.	To half the difference of student benchmark data for grades 4, 5 and 6 in math by June 2021.
District Improvement Goal 1:	
Throughout the 2020-2021 school year, develop a plan for staff recruitment and retention and implement strategies that will increase access to well qualified, diverse candidates by 17%. (Strategic Plan Benchmark 2021)	Throughout the 2020-21 school year, increase the hiring of well qualified, diverse professional candidates by 17 percent and continue to improve both the recruitment and retention rates.
District Improvement Goal 2:	
By June 2021, develop an annual budget that is aligned with the Strategic Plan and ensures equitable and efficient distribution of resources.	By June 2021 develop an annual budget that is aligned with the Strategic Plan.

ROS #0-12 and motion gb #0-238 (continued)

District Improvement Goal 3:

By June 2021, create a learning environment that reduces barriers through use of the frameworks of Culturally Responsive Teaching, Universal Design for Learning, and strength-based decision making.	To lower the student suspension rate by *_____percent in Group C through alternative interventions. *It should be noted that the Superintendent indicated that she would provide the percent at the School Committee meeting on December 3, 2020.
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On a roll call of 3-0, the proposed goals as amended were approved.

On a roll call of 3-0, ROS #0-12 and motion gb #0-238 were filed at the Standing Committee level.

On a roll call of 3-0, it was moved to adjourn the meeting at 7:45 p.m.

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

X. GENERAL BUSINESS
Administration/Mayor Petty/
Miss Biancheria/Mrs. Clancey/
Ms. McCullough/Mr. Monfredo/Ms. Novick
(November 25, 2020)

CURRENT ITEM - gb #0-286.4
S.C. MEETING - 12-3-20

1ST ITEM	gb #286	S.C.MTG. 9-17-20
2ND ITEM	gb #286.1	S.C.MTG. 10-1-20
3RD ITEM	gb #0-286.2	S.C.MTG. 10-15-20
4TH ITEM	gb #0-286.3	S.C.MTG. 11-5-20
5TH ITEM	gb #0-286.4	S.C.MTG. 12-3-20

ITEM:

To provide a brief update on COVID-19 and remote learning.

ORIGINAL ITEM: Mayor Petty/Miss Biancheria/Mrs. Clancey/Ms. McCullough/
Mr. Monfredo/Ms. Novick (September 8,2020)

To provide a brief update on COVID-19 and remote learning and file all other outstanding items pertaining to these topics.

PRIOR ACTION:

9-17-20 - Superintendent Binienda updated the Committee on the attendance rates, Chromebook distribution and the Caregivers Academy.
Mayor Petty requested a written report on the Chromebook distribution and an update on the work that has been done to date.
Mayor Petty requested that the Administration schedule a forum for parents on Monday, September 28, 2020 at 6:00 p.m. or Wednesday, September 30, 2020.
Ms. Novick requested that a forum be held in order to allow students to speak to any issues or concerns encountered during the first quarter of remote learning.
At the Commissioner's meeting, he commended the work done by the WPS and indicated that the Caregivers Academy should be a model for the rest of the state.

(Continued on page 2.)

BACKUP:

The Administration will be prepared to speak to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss and hold the item.

PRIOR ACTION (continued)

11-5-20 - Mayor Petty made the following motion:
(continued) Request that the School Committee support the Superintendent's recommendation to postpone the date of November 16, 2020 to January 20, 2021 for students to return to school for in-person learning.
On a roll call of 7-0, the motion was approved.
Ms. Biancheria asked if the Administration has met with Durham School Services and the bus drivers regarding the changed date for the students to go back to school to which Superintendent Binienda replied that the Administration has already met with Mr. Shmuck and R.J. from Durham School Services and will continue to keep them updated on any changes.
On a roll call of 7-0, the item was discussed and held for the meeting on December 3, 2020.

X. GENERAL BUSINESS
Administration/Mrs. Clancey/
Mrs. McCullough/Mr. Monfredo/Ms. Novick
(November 16, 2020)

CURRENT ITEM - gb #0-336.1
S.C. MEETING - 12-3-20

1ST ITEM gb #0-336 S.C.MTG. 11-5-20
2ND ITEM gb #0-336.1 S.C.MTG. 12-3-20

ITEM:

Response of the Administration to the request to make certain that there is district consistency regarding workload assigned to students during remote learning to include work for both the school day and homework assignments.

ORIGINAL ITEM: Mrs. Clancey/Ms. McCullough/Mr. Monfredo/Ms. Novick
(October 22, 2020)

Request that the Administration make certain that there is district consistency regarding workload assigned to students during remote learning to include work for both the school day and homework assignments.

PRIOR ACTION:

11-5-20 - Ms. Clancey suggested that the Administration ask the principals and teachers to be mindful of assigning too much homework to students especially in grades 7 to 12.
On a roll call of 7-0, the item was referred to the Administration.

BACKUP:

Below is the message that was included in the weekly Managers' Update and was emailed to Principals November 12th:

Please work with your teachers to ensure that students' assignment workloads are balanced and coordinated. Student assignments on asynchronous Fridays deserve special attention in this regard. Grade-level teams' common planning time and departmental PLCs can be especially useful venues for coordinating and balancing students' assignments.

If your teams have already developed effective approaches to addressing these concerns, please share them with your colleagues and your Manager for Instruction and School Leadership. Thank you!

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

X. GENERAL BUSINESS
Administration/Miss Biancheria/
Mrs. Clancey/Ms. McCullough/
Mr. Monfredo
(November 17, 2020)

CURRENT ITEM - gb #0-337.1
S.C. MEETING - 12-3-20

1ST ITEM gb #0-337 S.C.MTG. 11-5-20
2ND ITEM gb #0-337.1 S.C.MTG. 13-3-20

ITEM:

Response of the Administration to the request to provide a report that includes the number of students, teachers, nurses and additional staff that participated in the SAT testing at the school sites.

ORIGINAL ITEM: Miss Biancheria/Mrs. Clancey/Ms. McCullough/Mr. Monfredo
(October 26, 2020)

Request that the Administration provide a report that includes the number of students, teachers, nurses and additional staff that participated in the SAT testing at the school sites.

PRIOR ACTION:

11-5-20 - On a roll call of 7-0, the item was referred to the Administration.

BACKUP:

Annex A (1 page) contains a copy of the Administration's response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

WPS SAT School Day Student & Staff Report

Schools	# of Students	# of Teachers	# of Nurses	# of Additional Staff
North	54	1 Sped DH	2	(16) 5 Guid, 2 SAC,1 MCAS 1 FIC,5 Admin 1 Librarian 1 Intern- Coord
South	46	3	2	5 GUID 5 Admin 2 IA's 1 MCAS 2 clerical staff 1 cafe manager
Doherty	95	21	2	23 additional staff 5- Admin 6- Guidance 3- SAC 1- School Psych 1- MCAS Spec 1- FIC 1- Internship coordinator 2- Clerical staff 2- Nurses 1- Caf Manager
Burncoat	21	0	1	3- Admin 3 Guidance 1 Intern 1 Security (hallway) 1 MCAS Spec 1 Instruc Coach 1 Instruc Ass't
WTHS	31	0	2	(12) 4Guid, 4Admin, 2SAC, 1 Librarian, 1Co-op coord.
UPCS	9	3	1	1 admin
Claremont	13	0	1	(7) 2GC, 1FIC, 1TS, 3 admin

X. GENERAL BUSINESS
Administration/Ms. McCullough/
Miss Biancheria/Mrs. Clancey
(November 24, 2020)

CURRENT ITEM - gb #0-362.1
S.C. MEETING - 12-3-20

1ST ITEM gb #0-362 S.C.MTG. 11-19-20
2ND ITEM gb #0-362.1 S.C.MTG. 12-3-20

ITEM:

Response of the Administration to the request to provide a report on the tracking of Special Education services that are currently being provided remotely to students.

ORIGINAL ITEM: Ms. McCullough/Miss Biancheria/Mrs. Clancey
(November 12, 2020)

Request that the Administration provide a report on the tracking of Special Education services that are currently being provided remotely to students.

PRIOR ACTION

11-19-20 - (Considered with gb #0-363.)
On a roll call of 7-0, the item was referred to the Administration.

BACKUP:

Annex A (6 pages) contains a copy of the Administration's response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

School Committee Report on Special Education Department's Tracking of Services During Remote Learning:

The district

- A. Resource and Inclusion services are provided by teachers of moderate special needs (TMSNs). Students receiving resource and inclusion services are primarily receiving services in general education classrooms. Assurances of remote services are being provided in accordance with student learning plans for all students with disabilities. Services for all students are being tracked by student progress reports, team meetings, evaluation, and observations.
- Inclusion services remotely are provided based on IEP goals and objectives to meet the individual needs of students may vary from elementary, middle and high school based on individual students' service delivery options. Special education staff continues to work collaboratively with general education staff to ensure IEP services are delivered with fidelity remotely to ensure FAPE.
- B. Special Education Programs (Lifeskills, TLS, SAIL/COAST, STEP): Students in specialized programs are accessing remote learning through learning management platforms, such as Google classroom or See Saw, in line with the Worcester Public Schools district guidance for scheduling and delivery of instruction. Asynchronous instruction is offered on Fridays to all students. Assignments are being checked/tracked by the teacher on learning management platforms. Teachers are documenting attendance and participation in synchronous and asynchronous activities.
- C. Online curricula available for LifeSkills and Autism students will include TeachTown and Unique Learning Systems. TeachTown is a core-aligned, standards-based adaptive curriculum for students with disabilities, which is designed to be used remotely in the home setting as they are in the classroom. Unique Learning Systems is a curriculum that provides differentiated, standards-aligned content based on progress monitoring through assessments and data collection tools. Both programs target IEP goals remotely, utilizing online progress monitoring tools to monitor student progress.
- D. Special Education Service Delivery of Specially Designed Instruction by Program:
- Guiding Questions Answered by System-wide Department Heads Regarding Service Delivery (specific to B and C Service Grids):
 - a. How are related services being delivered for this department?
 - b. Under what circumstances is asynchronous instruction provided, rather than synchronous?
 - c. How are IEP services tracked?
 - d. If a combination, what percentage is being delivered asynchronously? (weekly because IEPs written on a 5 week cycle)

Definition of IEP Grid Services: The **grid is divided into 3 sections: **A-services** between the adult (teacher and sometimes home) and **service** provider; **B-** the **service** is provided to the student within the general education setting; and **C-** the **service** is provided to the student outside the general education setting.*

SERVICE DELIVERY OPTIONS <i>***Synchronous instruction for below related services involves the service provider working with one student or small group of students via Google Meet. </i>	Method of Delivery	Circumstances for Asynchronous	Percentage of Asynchronous Delivery	Tracking of Service
Learning Disability <i>The Learning Disabilities Teacher of Moderate Special Needs works with students in small groups that require specialized instruction. This highly specialized small group program is designed to meet the needs of students with specific learning disabilities such as dyslexia, dysgraphia, and dyscalculia. Teaching and supporting students in order to make effective progress with regard to encoding, decoding, fluency, comprehension, writing, and mathematical calculation; based on educational IEP goals and objectives. explicit instructional strategies and programs; understanding a wide variety of effective instructional models, including structured sequential diagnostic multi-sensory language based strategies in reading, writing, and mathematics.</i>	combination of synchronous and asynchronous instruction	Asynchronous lessons delivered to students that require pull out services 5 times a week, where asynchronous services are offered on Friday via the Google classroom.	10%-15%	LD service is tracked through daily therapy logs. Asynchronous lessons are being assigned in the LD teachers Google classroom and assignments are being checked/tracked by the LD teacher on a weekly basis.
Occupational Therapy <i>Occupational Therapists and Occupational Therapy Assistants work with students in whole groups, small groups or in individual sessions to provide specialized instruction in the areas of fine motor, visual motor, daily living skills, and classroom access.</i>	combination of synchronous and asynchronous instruction	Asynchronous instruction is provided if a parent requests it, or for a session a student has missed, or for enrichment/extra help activities.	10%	Individual therapists keeping data logs.

<p>Physical Therapy <i>Physical Therapists and Physical Therapy assistants work with students in whole groups, small groups or in individual sessions to provide specialized instruction in the areas of gross motor, functional motor, classroom access and building access.</i></p>	<p>combination of synchronous and asynchronous instruction</p>	<p>Asynchronous instruction is provided if a parent requests it, or for a session a student has missed, or for enrichment/extra help activities.</p>	<p>10%</p>	<p>Individual therapists keeping data logs.</p>
<p>Vision <i>Teachers of the Visually Impaired, and Certified Orientation and Mobility Specialists work with students in inclusion settings, individually and in small groups to teach students using the methods appropriate to their visual impairments.</i></p>	<p>combination of synchronous and asynchronous instruction</p>	<p>Asynchronous sessions and lessons are provided for additional activities, as well as when requested by a parent.</p>	<p>10%</p>	<p>Service providers keep records of attendance and participation.</p>
<p>Assistive Technology <i>Assistive Technology Specialists work with students (in inclusion settings, individually and in small groups), caregivers, and teachers to access the curriculum and differentiate instruction with customized accommodations and Universally Designed Learning tools. They provide training and consultation regarding device use, create visual and communication supports, deliver materials and equipment to students' homes and provide personalized recommendations.</i></p>	<p>combination of synchronous and asynchronous instruction</p>	<p>Asynchronous activities are provided via posting and sending resources for teachers, links to parents and families, sending tutorials, etc.</p>	<p>40%</p>	<p>Staff members keep a schedule and tracking sheet of their activities.</p>

<p>SEL (Individual/ Group Counseling/ ABA): <i>Description of Service:</i> -Weekly consult with teacher and other stakeholders/itinerants.</p> <p>-Join sub-separate classrooms to collect data.</p> <p>30-45 minute weekly synchronous social skills groups targeting WPS supported curriculum to include:</p> <ul style="list-style-type: none"> • Self-regulation • Bullying • Mindfulness • Conflict Resolution • Deficits as it relates to ASD <p>Additional weekly Virtual Individualized check-in per IEP minutes or student specific need.</p>	<p>All Synchronous</p>	<p>Supplemental SEL google classroom activities as needed;</p>	<p>0%</p>	<p>SEL department service delivery tracking sheet</p>
<p>Speech and Language <i>Synchronous activity is held through a teletherapy session that the parents/guardians signed consent for their students to attend. It is based on their IEP service delivery grid (i.e. 20-60 minutes weekly either inside the classroom or outside of the classroom in small group) focusing on areas of receptive/expressive language skills, speech fluency, speech sound disorders, voice disorders, and social-pragmatic language disorders.</i> <i>Asynchronous activities are posted for those students who missed a session for a variety of reasons either on SeeSaw or Google Classroom.</i></p>	<p>combination of synchronous and asynchronous instruction</p>	<p>When students are not signing on for their teletherapy session for various reasons (i.e. attending outside agencies, daycare, parents opted out of teletherapy and asked for asynchronous activities.).</p>	<p>Less than 15% of all students</p>	<p>Each SLP keeps their own student attendance and they track asynchronous activities by using methods such as Google Sheets and Google Classroom. Google Classroom also records attendance.</p>

<p>Deaf and Hard of Hearing <i>Synchronous services are provided based on IEP service delivery form through Google Meet. (i.e. 15-30 minute consultation weekly with teachers/related service providers, 30-60 minutes weekly either inside or outside of the general education classroom) for developing language acquisition and communication skills to facilitate the personal, social and intellectual development of students with hearing loss . Oftentimes students are supported by the TOD within the general education classroom so therefore they are providing assistance through co-teaching and breakout rooms.</i> <i>Asynchronous activities correlate with what the general education teacher is providing students with and what students require more assistance on.</i></p>	<p>combination of synchronous and asynchronous instruction</p>	<p>They are available for extra help during the week as well as providing activities for those struggling to get on.</p>	<p>10%</p>	<p>Each staff member is tracking their own attendance through data collection using Google Meet, Google Classroom, SeeSaw, and Google Classroom..</p>
<p>Home and Hospital <i>Tutoring is done via scheduled 1:1 weekly Google meet sessions and are based on IEP educational goals. Duration and frequency of the weekly sessions is based on the student's health and ability to participate.</i></p>	<p>all synchronous</p>	<p>Not applicable</p>	<p>0</p>	<p>Session progress notes with dates and times are kept by each tutor.</p>

E. Challenges of Remote Learning for significantly disabled students:

- a. Accessibility:
 - i. Inability to attend the entire school day remotely due to students' medical needs and/or complex significant disabilities that prevent students from accessing instruction remotely (inability to generalize skills, difficulty with maintaining attention and/or applying skills taught given range of learning needs which require direct in-person teacher prompts and/or accommodations as outlined in IEPs)
 - ii. Students with disabilities attendance is maintained in accordance with the district attendance requirements for all students remotely (*Reference district-wide attendance policies requiring check in for each class period.*)
 - iii. IEP services service delivery options may also include individual support (hand over hand) with paper/pencil tasks and utilizing technological devices.
 - iv. Accessibility concerns were recorded on Student Learning Plans and are being documented on students' IEPs as meetings are being held.

v. Statement from Assistive Technology (AT): The two district wide Assistive Technology staff are available to collaborate and consult with staff and families when a student who receives Special Education support is having difficulty accessing remote activities or using the device (either district provided Chromebook or iPad). The AT department, with their System-wide Special Education Department Head, collaborates to problem solve, and will either provide suggestions and assistance or may reach out to our district Information Technology (IT) coaches from the Office of Instructional Technology and Digital Learning. Sometimes additional pieces of equipment (iPad holders, interface switches, etc.) are needed and are purchased by the district for specific students. District staff also reach out to Nancy Sullivan, System-wide Special Education Department Head, if they are not sure who to contact with an assistive technology situation.

F. Identification of Group C Students with complex significant disabilities: need for in-person services:

- a. Approximately 1,100 students identified as Group C.
- b. Group C students are receiving more than 75% of their services listed in IEP outside of general education.

System-wide department heads have been maintaining lists of students, who have been flagged by school based administrators and service providers as having challenges with

X. GENERAL BUSINESS
Administration/Ms. McCullough/
Miss Biancheria/Mrs. Clancey
(November 24, 2020)

CURRENT ITEM - gb #0-363.1
S.C. MEETING - 12-3-20

1ST ITEM gb #0-362 S.C.MTG. 11-19-20
2ND ITEM gb #0-362.1 S.C.MTG. 12-3-20

ITEM:

Response of the Administration to the request to provide an update on Special Education testing to include the types that are taking place, the timeline updates and any other pertinent information.

ORIGINAL ITEM: Ms. McCullough/Miss Biancheria/Mrs. Clancey
(November 12, 2020)

Request that the Administration provide an update on Special Education testing to include the types that are taking place, the timeline updates and any other pertinent information.

PRIOR ACTION

11-19-20 - (Considered with gb #0-362.)
On a roll call of 7-0, the item was referred to the Administration.

BACKUP:

Annex A (4 pages) contains a copy of the Administration's response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

I. SPECIAL EDUCATION TESTING

Psychological

Timeline No in person evaluations were completed from 3/12-9/28/20. This document covers evaluations undertaken from 9/28/20 through 11/23/20

Assessment Types Initial steps were to determine language of testing for students identified as EPL. Evaluations may have included, but were not limited to record review, remote student observations, remote parent interview, teacher input, rating scales, achievement and other standardized testing. All in person sessions were completed in accordance with CDC, DPH and other safety protocols. Evaluators and students were provided with prescribed PPE and testing areas cleaned following established protocols

Notes For evaluations assigned in 2019-2020 school year, 596 were assigned, 64 are in final stages of completion, and 532 have been completed. For evaluations assigned after the conclusion of the 2019-2020 school year, 44 have been completed and 192 are in process currently.

Achievement / Learning Disabilities

Teachers of Moderate Special Needs (TMSN) and Teachers of Severe Special Needs

Timeline - Special Education staff are working with school based teams and completing academic achievement testing and /or observations. Currently, teachers are reaching out to parents to schedule in-person assessments for students with consents signed prior to July 1, 2020. Teachers will continue to schedule assessments until all assessments are current.

Assessment Types - Special Education staff are offering in-person assessments to be conducted at one of the ten approved assessment sites. If a Special Education staff member is requested to conduct an observation, the teacher sets up a time with the general education teacher to join and observe the student in their Google classroom.

Notes - The Assessments available at each of the 10 testing sites include: Kaufman Test of Educational Achievement 3rd Edition (KTEA-3) and the Woodcock Johnson IV Edition (WJIV). Supplemental assessments available to teachers, (tests maybe already at the testing site or can be requested by evaluator and test will be delivered to site) include: Gray Oral Reading Test V Edition (GORT-5), Phonological Awareness Test 2nd Edition, Normative Update (PAT2-NU), Comprehensive Test of Phonological Processing 2nd Edition (CTOPP-2), Woodcock Reading Mastery Test (WRMT), Key Math. The LifeSkills and Transitional Life Skills (Severe Special Needs) teachers are using the Brigance, Vineland, School Function Assessment Tests.

Speech and Language

Timeline- In person assessments have begun to be scheduled within the past two weeks while virtual assessments have been ongoing from the beginning of the year. Assessments will continue to be completed until staff are completely caught up to date.

Assessment Types- Parents of students with consent dates before July 1st have been called by the building SLPs and asked if they would prefer a virtual or in-person assessment. Parents of students with consents signed after July 1st are next to be called to determine in-person vs virtual assessments. Some parents are opting out and would like to wait until a later date when in person learning resumes. All assessments include consultation with teachers, observation within the virtual classroom, informal assessments such as a language sample or narrative sample, informal voice, fluency, and articulation assessments to determine the level of skills being used in their natural environment. Virtual assessments are including a variety of formal and informal assessments based on the students' needs. There are 17 formal assessments that are being utilized for testing based on the students' needs. These include The TILLS, Clinical Evaluation for Language Fundamentals (CELF-5), Arizona Test of Articulation-4, Test of Pragmatic Language (TOPL2), Stuttering Severity Instrument (SSI4), Oral and Written Language Scale (OWLS2), and many more.

Notes- The majority of parents are opting for a virtual evaluation at this time. The parents and the SLP are working together to determine which type of evaluation is most appropriate. The department is keeping an ongoing list to monitor these responses. The ETC's have access to our document to determine when evaluations are completed and if the report has been sent to the ETC's secretaries. The SLPs are continually updating the Assessment sheet to keep everyone up to date.

Occupational and Physical Therapy

Timeline Virtual assessments have been ongoing since students returned to school. In person assessments are currently being scheduled for parents who are requesting them.

Assessment Types We are using our available protocols (Peabody and Beery, School Function Assessment, Test of Gross Motor Development, The Sensory Profile, and The Adolescent Sensory Profile Questionnaire) and adapting them to use remotely. Parents/caregivers are providing some information that cannot be observed. Multiple virtual sessions are being used to complete assessments.

Notes The majority of parents are opting for virtual assessments once they have an understanding of what can be done during a remote evaluation, and how the in person evaluation would look.

Applied Behavior Analysis (ABA) Assessments

Board Certified Behavior Analysts (BCBAs)

Timeline: BCBAs are working with school based teams and service providers to conduct observations both virtual and during in-person testing at some sites. As able, ongoing assessments take place virtually.

Assessment Types: Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), Social Responsiveness Scale (SRS-2), Child Autism Rating Scale (CARS-2).

Notes: BCBAs are using clinical discretion to determine whether evaluations should take place virtually or in person. Please note that most assessments do not require directly testing students; ABA assessments involve observing students in their natural environment and collecting data on social skills and behavior that may be impacting the student from accessing the curriculum.

Behavior Assessments/Functional Behavior Assessments (FBA)

Timeline: Depending on when consent was received, Behavior Specialists and Board Certified Behavior Analysts are utilizing clinical discretion as well as working with families to determine if behavior assessments/FBAs should be initiated remotely. Teams initiated many of these assessments as a result of behavior that occurred when students were attending in person. If the student continues to engage in this behavior during remote learning, the special education department is moving forward with these assessments.

Assessment Types: Data collection and analysis, Open-Ended Functional Assessment Interview (Hanley, 2012), Direct Observation

Notes: Oftentimes, these assessments require staff to go into students' homes.

II. IEP TIMELINES & UPDATES

District provided assurance to adhere to meeting timelines based on DESE COVID Special Education Technical Assistance Advisory 2020-21: Implementation of Special Education Timelines during the COVID-19 State of Emergency Guidance.

The following action steps were completed to meet IEP Timelines:

- According to DESE Guidelines, there were no timeline extensions for IEP meetings or evaluations without discussing such timeline extensions with the parents/guardians.
- In May and June, Evaluation Team Chairs (ETCs) contacted or attempted to contact approximately 1,500 parents/guardians regarding timeline extensions and documented the conversations and/or attempts in N1s. Notice of Procedural Safeguards were provided to parents/guardians along with the N1s.
- Annual review meetings not held allowed the provision of the stay-put IEP to remain in effect until the team is able to convene to develop the new IEP.
- Special education staff through the evaluation process continues to work on prioritizing and completing evaluations for consents signed prior to 7/1/2020
- ETCs are scheduling Initial IEP meetings and Re-evaluation Meetings based on the completion of all evaluations

As a result of DESE guidance ETCs coordinated IEP meetings to address compliance:

- Scheduling initials for students with completed evaluations
- Scheduling re-evaluations for students with completed evaluations
- Scheduling overdue annuals and annuals for IEPs expiring
- Scheduling meetings to discuss students' access to remote learning and COVID Compensatory Services per DESE guidance

IEP Compliance Data included the following:

Meetings scheduled March-June (subsequently cancelled)

- Annual Reviews: 1,349
- Re-Evaluation Meetings: 353
- Initial Meetings: 311
- Miscellaneous (i.e. progress, extended evaluations): 109
- **Total Number of IEP Meetings Cancelled= 2,122**

Meetings Held March-June

- Annual Reviews: 262
- Re-Evaluation Meetings: 45
- Initial Meetings: 47
- Miscellaneous (i.e. progress, extended evaluations): 23
- Early Childhood: 27
- **Total Number of IEP Meetings Held= 404** (began holding meetings in May after RLPs and DESE Guidance)

Meetings needed August-October:

- Annual Reviews: 1664
- Re-Evaluations: 395
- Initial Meetings: 376
- Early Childhood: 33
- Extended Evaluations: 16
- **Total Number of IEP Meetings Needed=2,451**

Meetings Held August-October

- Annual Reviews: 1609
- Re-evaluations: 87
- Initial meetings: 102 (includes 43 Early Childhood)
- Miscellaneous (progress, extended evaluations, amendments): 136
- **Total Number of IEP Meetings Held= 1,934**

Unsigned IEPs as of November 18, 2020 = 1,920

- Number from 2019-2020 school year = 743
- Number from current school year/current meetings = 1,177

X. GENERAL BUSINESS
Ms. McCullough/Mrs. Clancey
Mr. Monfredo/Ms. Novick
(November 19, 2020)

ITEM - gb #0-366
S.C. MEETING - 12-3-20

ITEM:

Request that the Administration provide the dates for all virtual open houses that will be taking place and ensure that the dates are communicated to families.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Administration
(November 23, 2020)

ITEM - gb #0-367
S.C. MEETING - 12-3-20

ITEM:

To approve the following donations in the amounts of:

- \$64.64 to Woodland Academy from Lifetouch
- \$100.00 to the Graphics Communication Department at WTHS from the Chapter 9 of the 173rd Airborne Brigade Association

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Ms. Novick/Mrs. Clancey/Ms. McCullough
(November 23, 2020)

ITEM - gb #0-368
S.C. MEETING - 12-3-20

ITEM:

To create Worcester School Committee operational norms.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of the District Governance Support Project from the MASC.

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Governance and Employee Issues.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.



District Governance Support Project What Protocols Cover

Who the Committee Represents

- The Committee will represent the needs and interests of all the students in the district.
- We will strive to represent common interests rather than factions. We will make decisions that are best for students in all cases: all means all.
- We will advocate for the [] Public Schools and public education. We readily accept our roles as ambassadors of the school systems, promoting support for public education and spreading the news of our success.

How it will do business

- The committee will conduct its business through a set agenda. Emerging items will be addressed in subsequent meetings through agenda items.
- We acknowledge that a School Committee meeting is a meeting that is held in public—not a public meeting, and we will make every effort to ensure that the Committee meetings are effective and efficient
- We will base our decisions upon available facts, vote our convictions, avoid bias, and uphold and support the decisions of the majority of the School Committee once a decision is made.

How members treat each other

- The Committee will debate the issues, not one another.
- We will build trusting relationships.
- We will respect staff and fellow committee members at all times.
- We will work to build trust between and among SC members and the superintendent by treating everyone with dignity and respect, even in times of disagreement

How it will communicate

- The Superintendent and the School Committee recognize the importance of proactive communication and agree that there will be no surprises. If SC members have questions or concerns, they agree to contact the Superintendent well in advance of a meeting.
- SC members will channel requests for information through the superintendent and School Committee Chair rather than directly to staff. The Superintendent will ensure that each member has equal access to this information.
- We will recognize a single official "voice" of the committee.

How it will improve

- The Committee will provide continuing education opportunities and support to each other.
- School Committee members agree to participate in formal training organized by the Superintendent and the School Committee chairperson.
- All new SC members will be assigned a SC mentor and will participate in a SC orientation session.
- We will model continuous learning in our roles as members of the governance team.

What are the limits of power

- It is the responsibility of the Superintendent to oversee the hiring, evaluation and handling of personnel issues; it is the responsibility of the Committee to evaluate the Superintendent's effectiveness in these matters.
- We will recognize that authority rests only with the majority decisions of the SC and will make no independent commitments or take any independent actions that may compromise the School Committee as a whole.
- We will follow the chain of command and direct others to do the same. Personnel complaints and concerns will be directed to the superintendent.
- We will not use our positions for personal or partisan gain.

What happens when things go wrong

- Committee members will work together to clarify and restate discussions in order to strive for full understanding.
- We recognize the importance of honoring our agreed upon [operating principles] and we agree to take responsibility for reminding one another when we get off track.
- We will maintain fidelity to these commitments and will be held accountable by our fellow School Committee members should any one of us fail to live up to these commitments. If a SC members or superintendent violates any of the above mentioned commitments in any way, he/she will be referred to the Chair.

X. GENERAL BUSINESS
Ms. Novick/Mrs. Clancey/
Ms. McCullough/Mr. Monfredo
(November 23, 2020)

ITEM - gb #0-369
S.C. MEETING - 12-3-20

ITEM:

To set a date to meet with the Worcester legislative delegation to impress upon all the dire consequences on failing to implement the Student Opportunity Act in FY22.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Schedule a meeting.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Ms. Novick/Mrs. Clancey/Ms. McCullough
(November 23, 2020)

ITEM - gb #0-370
S.C. MEETING - 12-3-20

ITEM:

To collaborate with the other Gateway city committees, superintendents, and business offices, along with MASC, MASS, and MASBO in educating all stakeholders on the need for implementation of the Student Opportunity Act in FY22

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Administration
(November 23, 2020)

ITEM - gb #0-371
S.C. MEETING - 12-3-20

ITEM:

To authorize the Administration to enter into a lease agreement of up to five years with Hilltop Group Holdings LLC for the parking lot associated with the Durkin Administration Building.

PRIOR ACTION:

BACKUP:

The parking lots at 49-53 Chatham Street were recently sold by First Parking Corp to Hilltop Group Holdings LLC. The WPS currently pays for 71 parking spots in the lot and the owner has offered to lease the entire lot to the WPS which will provide approximately 100 parking spots to accommodate the parking needs at the Administration Building.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Authorize.

X. GENERAL BUSINESS
Administration
(November 23, 2020)

ITEM - gb #0-372
S.C. MEETING - 12-3-20

ITEM:

Request that the School Committee consider a recommendation from the MIAA to allow participation of students in Ice Hockey as a winter sport and postpone the discussion on Swimming and Boys and Girls Basketball until January 24, 2020.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(November 25, 2020)

ITEM - gb #0-373
S.C. MEETING - 12-3-20

ITEM:

To consider approval of the following prior fiscal year payments:

1. \$1,168.00 to Casey Engineered Maintenance Systems
2. \$10,878.08 to Savvas Learning Company

PRIOR ACTION:

BACKUP:

1. The Invoices were never received by WPS Accounts Payable.
2. The Purchase Order was opened under an incorrect vendor.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

ITEM:

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #20/21-3.

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 – Coronavirus/COVID-19 Related Issues – Educational Association of Worcester, Units A & B (Educators/Administrators); Aides to the Physically Handicapped, Monitors and Drivers; Instructional Assistants; Parent Liaisons; Tutors; and Therapy Assistants.

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, Units A & B (Educators/Administrators).

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.