

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

AGENDA #16

The School Committee will hold a regular meeting:

on: Thursday, June 21, 2018
at: 4:00 p.m. – Budget
6:00 p.m. - Executive Session
7:00 p.m. – Budget and Regular Session
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION – Reverend Roosevelt Hughes
John Street Baptist Church

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #8-13 - Clerk
(June 11, 2018)

Annex A (26 pages)

To consider approval of the Minutes of the School Committee Meeting
of Thursday, June 7, 2018.

IV. MOTION FOR RECONSIDERATION - NONE

The Worcester Public Schools is an Equal Opportunity/Affirmative Action Employer/Educational Institution and does not discriminate regardless of race, color, gender, age, religion, national origin, gender identity, marital status, sexual orientation, disability 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, Worcester, MA 01609, 508-799-3020.

V. IMMEDIATE ACTION

gb #8-123.2 - Administration/Administration
(June 12, 2018)

To consider the proposed FY19 Budget and the responses to the following motions:

Account 540103-92000 Student Transportation

Request that the Administration provide a report to include:

- a cost analysis for the school department to own its busses versus leasing services and recent bids. Miss Biancheria

Account 500125-92000 Other Insurance Programs (Line C. Other Insurance Programs)

Request that the Administration provide a report to include an explanation for the increase in Student Accident Insurance for Worcester Technical High School as opposed to other schools.

Mr. O'Connell

Account 500146-92000 Building Utilities (Line C. #2 Fuel Oil)

Request that the Administration provide a report on the City Council contracts for number two fuel to determine if it is a fixed rate.

Mr. O'Connell

500122-82000 Athletics Ordinary Maintenance

Request that the Administration consider providing free tickets for senior citizens to attend certain athletic events. Mr. O'Connell

500130-92000 Personal Services (Non Salary)

500130-96000 Personal Services (Non Salary)

Request that the Administration provide a list of schools that have their own security systems. Miss Biancheria

Request that the Administration provide a report detailing the current deployment of security guards in the Worcester Public Schools. Mr. O'Connell

ACTION

Annex A (2 pages)

IMMEDIATE ACTION (continued)

ACTION

gb #8-175.1 - Administration/Mr. Monfredo/Miss McCullough/
Miss Biancheria/Mr. Foley/Mayor Petty
(June 11, 2018)

To recognize:

- Donna Lombardi, Director of School Nutrition, and the following principals for having received the Healthy Start Award from the Eos Foundation:

- Dr. Susan Hodgkins - Belmont Street Community School
- Mary Sealey - Canterbury Street Magnet Computer-Based School
- Jessica Boss - Chandler Elementary Community School
- Fjodor Dukaj - Clark Street Developmental Learning School
- Dr. Kerrie Allen - Goddard School of Science and Technology
- Shannon Conley - Lincoln Street School
- Paula Gibb-Severin - Francis J. McGrath Elementary School
- Susan Donahue - Rice Square School
- Ishmael Tabales - Union Hill School
- Joanna Loftus - Wawecus Road School

(Mr. Monfredo)

- The Telegram & Gazette Student Achievers:
- Anton Deti – University Park Campus School
 - Nancy Huynh – North High School
 - Diane Khong - Burncoat High School
 - Anh Nguyen - Claremont Academy
 - Henry Rich – South High Community School
 - Herlin Rijo – Worcester Technical High School

(Miss McCullough)

VI. REPORT OF THE SUPERINTENDENT

ROS #8-9 - Administration
(June 11, 2018)

PRESENTATION OF THE PROPOSED STRATEGIC PLAN

VII. COMMUNICATIONS AND PETITIONS - NONE

VIII. REPORTS OF THE STANDING COMMITTEES - NONE

IX. PERSONNEL – NONE

ACTION

Annex A (42 pages)

X. GENERAL BUSINESS

ACTION

gb #8-153.1 - Administration/Mr. O'Connell/Miss Biancheria/
Mr. Comparetto/Mr. Foley/Miss McCullough/
Mr. Monfredo/Mayor Petty
(June 11, 2018)

Annex A (1 page)

To review the recommendations of the proposed Strategic Plan and assign them to appropriate Standing Committees of the School Committee, and/or to the Administration, for further analysis, consideration, discussion, and development.

gb #8-161.1 - Administration/Mr. O'Connell/Mr. Foley/Mayor Petty
(May 22, 2018)

Annex A (1 page)

Response of the Administration to the requests to:

- provide a proposed Budget recommendation prior to the Budget deliberation for middle school sports for FY20 and for summer school sport opportunities for 2018.
- provide the estimated cost for a tiered summer school sports program and seek Community Partners to sponsor such a program.

gb #8-172 - Administration
(May 14, 2018)

To approve a prior fiscal year payment in the amount of \$3,750.10 made payable to the Milford Maine School District.

gb #8-194 - Administration
(June 4, 2018)

To approve a prior fiscal year payment in the amount of \$16,808.00 to James F. Farr Academy, Inc. for services rendered during a prior fiscal year.

gb #8-195 - Administration
(June 7, 2018)

Backup

To approve a prior fiscal year payment in the amount of \$70.00 to JN Philips Auto Glass for repairs to a school bus.

X. GENERAL BUSINESS

ACTION

gb #8-196 - Administration
(June 7, 2018)

Backup

To approve a prior fiscal year payment in the amount of \$3,090.00 to Van Pool Transportation for McKinney-Vento Transportation in June 2017.

gb #8-197 - Administration
(June 7, 2018)

Backup
Annex A (3 pages)

To approve a prior fiscal year payment in the amount of \$153, 022.52 to Direct Energy for natural gas payments as explained in the backup to the item.

gb #8-198 - Administration
(June 11, 2018)

To set a date to consider the Mid-Cycle Evaluation of Superintendent Binienda.

gb #8-199 - Administration
(June 11, 2018)

Annex A (1 page)

To consider all items filed by the School Committee that have budgetary implications in light of the FY19 Budget.

gb #8-200 - Mr. O'Connell/Miss Biancheria/Mr. Comparetto/
Mr. Foley/Miss McCullough/Mr. Monfredo/
Mayor Petty
(June 11, 2018)

To review the new Science Curriculum.

gb #8-201 - Administration
(June 11, 2018)

Annex A (1 page)
Annex B (1 page)
Annex C (1 page)
Annex D (2 pages)
Annex E (1 page)

To consider approval of the following courses:

- Business Technology Seminar
- Database Administration
- Spreadsheet Development
- Technical Theater and Design
- Introduction to Life Sciences

X. GENERAL BUSINESS

ACTION

gb #8-202 - Miss McCullough/Mr. Monfredo/Mr. O'Connell/
Miss Biancheria/Mr. Comparetto/Mr. Foley/Mayor Petty
(June 11, 2018)

To forward letters of congratulations to:

- the Worcester Regional Middle School Science Fair winners:

Grand Prize Award

Nexus Attigbe - How Does Salinity Affect the Dissolved Oxygen
Content of Water?

First Place

Keira Gentilucci - What Melts Faster?

Second Place

Tiffany Rawlston - Flying High

Miles Appleton and Bryce Maloney - Shakes and Ladders

Third Place

Luca Frost and Avery Strogoff - Ice Melt Mania

Lauren Popinchalk and Sophia Guerra - Fluorescent Yeast

Honorable Mention

Diego Suchenski-Loustaunau - C the Benefits!

Natalia Cosgrove Atienza - Explosive Science

Emma Robeau - How Does Sweetener Type Affect Yeast
Metabolism?

Abigail Padilla and Kelly Grace - Paper Rockets

(Miss McCullough)

- Keira Gentilucci for placing 3rd in the Statewide Science Fair.
(Miss McCullough)

- the students following who were selected to represent their school
at the Massachusetts Youth Leadership (MYL) Foundation Annual
MassSTAR Citizenship Conference:

Sherlin Santillan - Claremont Academy

Jacklyn Adu- -Doherty Memorial High School

Yeimi Ayala- -University Park Campus School

Mackenzie McNeil- -Worcester Technical High School

(Mr. Monfredo)

(Continued on next page.)

X. GENERAL BUSINESSACTIONgb #8-202 (continued)

- Timmary Leary, Visual Arts Liaison and the following students whose art work was selected as the finest at the 14th Annual Exhibit sponsored by UMass Memorial Obstetrics and Gynecology Department, the Worcester Public Schools and the Gaston Art and Frame:

Alexis Abdulmassih - Roosevelt School
 Benjamin Black - Doherty Memorial High School
 Lydia Cahill - Doherty Memorial High School
 Samaira Chheda - Lake View School
 Rose Early - Doherty Memorial High School
 Yavieiralis Molina - Grafton Street School
 Hector Ramirez - Roosevelt School
 Kayani Sheehan Castro - Chandler Magnet School
 Ibrahim Yusuf - Burncoat Middle School
 Tia Tomco - South High Community School

(Mr. Monfredo)

- the members of the Worcester Unified Track & Field Team (comprised of athletes from Worcester Technical High School and Burncoat High School) on their success in their first MIAA Unified All State Track & Field Championship, in which the following athletes achieved the following superlative achievements:

Jose Zabala (*Burncoat High School*) - 1st Place State Champion - 100 Meter Dash Tier 2

Marquise Little (*Worcester Technical High School*) - 2nd Place - Javelin Throw Tier 5

Rachel Burwick (*Worcester Technical High School*) - 3rd Place - 100 Meter Dash Tier 5

Marcus Walley-McKay (*Burncoat High School*) - 3rd Place - Javelin Throw Tier 9

Justice Batista, Ryan Stokalis, Jamarcus Taylor, Henry Thanh-Nguyen (*Worcester Technical High School*) - 3rd Place - 4x400 Meter Relay Tier 1

Samantha Carey (*Worcester Technical High School*) - 4th Place - Javelin Throw Tier 1

Jose Zabala (*Burncoat High School*) – 5th Place - Long Jump Tier 2

Marcus Walley-McKay (*Burncoat High School*) - 5th Place - 100 Meter Dash Tier 8

Ryan Stokalis (*Worcester Technical High School*) - 5th Place - 100 Meter Dash Tier 9

Jamarcus Taylor (*Worcester Technical High School*) - 7th Place - Long Jump Tier 6

Kaitlyn Lauzaire (*Worcester Technical High School*), **Ashley Echeveria** (*Burncoat High School*), **Henry Thanh-Nguyen** (*Worcester Technical High School*), **Rachel Burwick** (*Worcester Technical High School*) - 13th Place - 4x100 Meter Relay Tier 1
 (Mr. O'Connell)

GENERAL BUSINESS (continued)

ACTION

gb #8-203 - Mr. Monfredo/Miss Biancheria/Mr. Comparetto/
Mr. Foley/Miss McCullough/Mr. O'Connell
(June 12, 2018)

Request that the Administration forward a letter to the City Council requesting that it review the proposed zoning regulations for cannabis facilities and reconsider the proposed boundary by making it further than 500 feet away from any school building.

gb #8-204 - Mr. Comparetto/Miss McCullough/Mr. Monfredo
(June 13, 2018)

Request that the Administration consider creating a Development Specialist position to help raise much needed funding for the Worcester Public Schools.

gb #8-205 - Administration
(June 13, 2018)

To accept the following donations:

- \$125.00 from George's Coney Island to Woodland Academy
- \$250.00 from Amica Mutual Insurance Company to Woodland Academy
- \$250.00 from WEDF to Nelson Place School
- \$4,455.50 from Unifirst Corporation to Tatnuck Magnet School
- \$250.00 from WEDF to Belmont Street Community School

gb #8-206 - Mr. O'Connell/Mr. Comparetto/Miss McCullough/
Mr. Monfredo
(June 13, 2018)

Request that the Administration develop a process, procedure and timetable to invite the Worcester community to participate in formulation of the design of the replacement Doherty Memorial High School, including its configuration, features, contents (e.g., swimming pool), footprint, grounds and technology.

GENERAL BUSINESS (continued)

ACTION

gb #8-207 - Mr. O'Connell/Miss Biancheria/Mr. Comparetto/
Mr. Monfredo
(June 13, 2018)

Request that the Administration develop a process, procedure and timetable to invite the Worcester community to participate in formulation of the design of the replacement Burncoat High School, including its configuration, features, contents (e.g., multi-media performing arts center), footprint, grounds and technology.

gb #8-208 - Mr. O'Connell/Miss Biancheria/Mr. Comparetto/
Miss McCullough/Mr. Monfredo
(June 13, 2018)

To ask the JROTC units of the Worcester Public Schools to coordinate their activities for community Memorial Day and Veterans' Day exercises – with the support and assistance of the Worcester Director of Veterans' Services – to assure that all units are able to participate in exercises on those days, and to assure that all appropriate exercises include the participation of Worcester JROTC cadets.

gb #8-209 - Executive Session (Administration)
(June 13, 2018)

To discuss strategy with respect to collective bargaining for EAW-Tutors, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for EAW-Parent Liaisons, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Plumbers and Steamfitters - IUPE, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Tradesmen - IUPE, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

X. ADJOURNMENT

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

IN SCHOOL COMMITTEE
Worcester, Massachusetts
Thursday, June 7, 2018
Agenda #15

The School Committee of the Worcester Public Schools met in Open Session at 4:15 p.m. in the Council Chamber at City Hall on Thursday, June 7, 2018.

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

There were present at the Call to Order:

Miss Biancheria, Mr. Comparetto, Mr. Foley, Miss McCullough, Mr. Monfredo and Mr. O'Connell

There was absent: Mayor Petty

Mr. Foley chaired the meeting.

It was moved and voice voted to suspend the Rules of the School Committee to take up the following item:

Recognition/
Ory family
members

1. gb #8-166 - Administration
(May 21, 2018)

To recognize the following family members for their generous donations for the purchase of Chromebooks that will benefit the children of the Worcester Public Schools in their pursuit of knowledge:

Linda Hammett Ory and Andrew Ory
Marjorie and Robert Ory

Sarah Kyriazis, Manager of Instructional Technology and Digital Learning, presented a video chronicling the students of the Worcester Public Schools using the Chromebooks. Vice-Chairman Foley presented the Ory family with certificates of appreciation.

2. gb #8-123.1 - Administration/Administration
(May 22, 2018)

FY19 Budget

To consider the proposed FY19 Budget.

500101-96000 Retirement

Retirement/
500101-96000

It was moved and voice voted to approve Account 500101-96000 in the amount of \$17,615,995.

540103-92000 Transportation

Transportation/
540103-92000

Miss Biancheria made the following motion:

Request that the Administration provide a report to include:

- A cost analysis for the school department to own its busses versus leasing services and recent bids

On a voice vote, the motion were approved.

500122-82000 Athletics Ordinary Maintenance

Athletics Ordinary
Maintenance/
500122-82000

Mr. O'Connell made the following motion:

Request that the Administration consider providing free tickets for senior citizens to attend athletic events.

On a voice vote, the motion was approved.

It was moved and voice voted to approve Account 500122-82000 in the amount of \$406,052.

500123-96000 Health Insurance

It was moved and voice voted to approve Account 500123-96000 in the amount of \$43,961,761.

Other Insurance
Programs/
500125-92000

500125-92000 Other Insurance Programs

Mr. O'Connell made the following motion:

Request that the Administration provide a report to include an explanation for the increase in Student Accident Insurance for Worcester Technical High School as opposed to other schools.

On a voice vote, the motion was approved.

It was moved and voice voted to approve Account 500125-92000 in the amount of \$59,589.

Mayor Petty arrived at 5:05 p.m.

The following items were considered together:

- 500129-91000 Workers Compensation Salaries
- 500129-92000 Workers Compensation Non Salary
- 500129-96000 Workers Compensation Fringe

It was moved and voice voted to approve Account 500129-91000 in the amount of \$1,014,056.

It was moved and voice voted to approve Account 500129-92000 in the amount of \$145,305.

It was moved and voice voted to approve Account 500129-96000 in the amount of \$493,700.

The following items were considered together:

- 500130-92000 Personal Services (Non Salary)
- 500130-96000 Personal Services (Non Salary)

Miss Biancheria made the following motions:

Request that the Administration provide a report on the compensation provided to consultants versus an in-house attorney.

Workers
Compensation
Salaries/
500129-91000,
Non-Salary/
500129-92000,
Fringe/
500129-96000

Personal Services
(Non Salary)/
500130-92000
and 500130-
96000

Request that the Administration provide a list of schools that have security systems.

On a voice vote, the motions were approved.

Mr. O'Connell made the following motion:

Request that the Administration provide a report detailing the current deployment of security guards and advisable modifications for the future budget to be discussed in an Executive Session.

On a voice vote, the motion was approved.

It was moved and voice voted to approve Account 500130-92000 in the amount of \$1,831,247.

It was moved and voice voted to approve Account 500130-96000 in the amount of \$30,240.

500132-92000 Special Education Tuition

Special Education
Tuition/500132-
92000

It was moved and voice voted to approve Account 500132-92000 in the amount of \$19,180,340.

500133-92000 Printing & Postage

Printing &
Postage/
500133-92000

It was moved and voice voted to approve Account 500133-92000 in the amount of \$257,432.

500-92204 Instructional Materials

Instructional
Materials/
500-92204

It was moved and voice voted to approve Account 500-92204 in the amount of \$3,809,986.

The following items were considered together:

500136-92000 Miscellaneous Education - Non-Salary
500136-93000 Miscellaneous Education - Capital
540136-92000 Miscellaneous Education -
Rentals

Miscellaneous
Education-Non
Salary/500136-
92000, Capital/
500136-93000
and Rentals/
500136-92000

Mr. O'Connell made the following motion:

Request that the Administration provide a report listing the expenditures from the Out of State Travel account.

On a voice vote, the motion was approved.

Request that the Administration provide a Report of the Superintendent on Instructional Technology.

On a voice vote, the motion was approved.

It was moved and voice voted to approve Account 500136-92000 in the amount of \$2,071,221.

It was moved and voice voted to approve Account 500136-93000 in the amount of \$250,000.

Mr. Foley recused himself from voting on the Miscellaneous Education-Rentals budget due to a potential conflict of interest.

It was moved and voice voted to approve Account 540136-92000 in the amount of \$566,730.

Unemployment
Compensation/
500137-96000

500137-96000 Unemployment Compensation

Mr. O'Connell made the following motion:

Request that the Administration reduce the Unemployment Compensation Budget by \$100,000 and put the money into Instructional Support Salaries.

On a roll call of 3-4 (yeas Miss Biancheria, Mr. Comparetto and Mr. O'Connell), the motion was defeated.

The motion was defeated.

Mr. Foley made the following motion:

Request that the Administration provide an updated report in August and assess the funding sources at that time.

On a voice vote, the motion were approved.

It was moved and voice voted to approve Account 500137-96000 in the amount of \$511,463.

500138-92000 In-State TravelIn-State Travel/
500138-92000

Mr. O'Connell made the following motion:

Request that the Administration reduce the In-State Travel budget by \$2,000.

On a voice vote, the motion was approved.

It was moved and voice voted to approve Account 500138-92000 as amended in the amount of \$57,500.

The following items were considered together:

500141-92000 Vehicle Maintenance
540141-92000 Vehicle MaintenanceVehicle
Maintenance/
500141-92000
and 540141-
92000

It was moved and voice voted to approve Account 500141-92000 in the amount of \$0.

It was moved and voice voted to approve Account 540141-92000 in the amount of \$0.

500146-92000 Building UtilitiesBuilding Utilities/
500146-92000

Mr. O'Connell made the following motions:

Request that the Administration provide a report on the City Council Contracts for number two fuel to determine if it is a fixed rate.

Request that the Administration explore the feasibility of having an outside service come in and assess the current telephone lines.

On a voice vote, the motions were approved.

It was moved and voice voted to approve Account 500146-92000 in the amount of \$5,782,741.

500152-92000 Facilities Department Non-SalaryFacilities
Department
Non-Salary/
500152-92000

It was moved and voice voted to approve Account 500152-92000 in the amount of \$3,489,861.

It was moved to recess to Executive Session.

The School Committee recessed to Executive Session from 6:12 p.m. to 7:15 p.m.

The School Committee reconvened in Open Session at 7:20 p.m.

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

There were present at the second Call to Order:

Miss Biancheria, Mr. Comparetto, Mr. Foley, Miss McCullough, Mr. Monfredo, Mr. O'Connell and Mayor Petty

Executive Session

3. gb #8-193 - Administration
(May 30, 2018)

To discuss strategy with respect to collective bargaining for Tradesmen - IUPE, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Plumbers and Steamfitters - IUPE, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for EAW-Parent Liaisons, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for EAW-Tutors, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

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

The motion carried.

APPROVAL OF RECORDS

4. aor #8-12 - Clerk
(May 24, 2018)

Minutes/
approval of

To consider approval of the Minutes of the School
Committee Meeting of Thursday, May 17, 2018.

It was moved and voice voted to approve the
Minutes of the School Committee Meeting of
Thursday, May 17, 2018.

IMMEDIATE ACTION

5. qb #8-126.1 - Administration/Mr. Monfredo/
Mr. O'Connell/Miss Biancheria/
Mr. Comparetto/Miss McCullough/
Mayor Petty
(May 23, 2018)

Recognition/
Working for
Worcester

To recognize the volunteers of Working for
Worcester Program, sponsored by the College of
the Holy Cross, for their tremendous work on
various projects that benefit the children of the
Worcester Public Schools. (Mr. O'Connell)

Mayor Petty and Superintendent Binienda
presented a certificate to Colleen Naber on behalf
of the Working for Worcester volunteers.

Recognition/
St. Casimir's
Alternative
Program

6. gb #8-167 - Mr. Monfredo/Miss Biancheria/
Mr. Foley/Miss McCullough/
Mayor Petty
(May 21, 2018)

To recognize the following students and staff from the St. Casimir's Alternative Program, who won first place in the Furniture Trust's Eco Carpentry Challenge and received a check for \$2,000.00 for the "Best in Class: Small Shop" category:

Nichayla Aghapour	Franklin Mane
Nilaxis Anaya	Floyd Marchando
Jorge Arvelo	Jatziel Marrero
Jean Claude Bavugireje	Naya Nazario
Dakari Campbell	Angelo Rivera-Williams
Jordan Colon	Jean Carlos Santos
Nicholas D'elia	Ismael Sawadogo
Mohamed Farah	Alberth Torres-Colon
James Gbarwea	Adrian Villafane
Matthew Greenman	

Dr. Michael O'Neil, Coordinator
Mr. James Graham, teacher
Ms. Christine Murphy Cross, teacher
Ms. Kathryn O'Neil, teacher

Mayor Petty and Superintendent Binienda presented certificates to the students and staff from the St. Casimir's Alternative Program.

Recognition/
Challenge and
Reach Academy

7. gb #8-168 - Administration
(May 21, 2018)

To recognize the following students and staff from the Challenge and Reach Academy for their fundraising efforts to benefit the Hole in the Wall Gang Camp for children with serious illnesses:

Ahmar Faison	Eric Raymundi
Calagio Nazario-Colon	Andriana Dionysopoulos
Jayden Smith	Aldana Carvallo
Azani Kelley	Devante Esquilin
Nadia Baah	Marc Shenette
Jeffrey Creamer – Director	
Mairecait Binienda	Melanie Gage

Mayor Petty and Superintendent Binienda presented certificates to the students and staff from the Challenge and Reach Academy.

It was moved and voice voted to suspend the Rules of the School Committee to take up the following items:

8. gb #8-174 - Miss McCullough/Miss Biancheria/
Mr. Foley/Mr. Monfredo
(May 15, 2018) Dress Code Policy
update

Request that the Administration review the overall Dress Code Policy and update it, if appropriate.

Lily Chisholm, a student at Sullivan Middle School, spoke to the item.

Mr. O'Connell made the following motion:

Request that the Administration consider implementing a voluntary school uniform policy at Sullivan Middle School.

On a voice vote, the motion was approved.

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

9. gb #8-179 - Mr. Comparetto/Mr. Foley/
Mr. Monfredo
(May 30, 2018) Suspensions/
provide a report
on

Request that the Administration provide a report on suspensions.

Ricky Webster, Nancy Caswell and Shirley Acero spoke to the item.

Mr. Comparetto made the following motion:

Request that the Administration provide a report on suspensions to include:

- a demographic breakdown
- number of instructional days lost and
- reasons for suspensions

On a voice vote, the motion was approved.

It was moved and voice voted to refer the item to the Standing Committee on Accountability and Student Achievement.

Student
Representative

10. gb #8-169 - Administration
(May 21, 2018)

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

It was moved and voice voted to file the item.

Report of the
Superintendent

REPORT OF THE SUPERINTENDENT

11. ROS #8-8 - Administration
(May 21, 2018)

SCIENCE AND ENGINEERING INITIATIVES

Mr. Jeffrey Glick, presented an excellent PowerPoint entitled Science and Engineering Initiatives highlighting the science initiatives in the Worcester Public Schools.

REPORTS OF THE STANDING COMMITTEES

FY19 Budget

12. The Standing Committee on Finance and Operations met in a public Budget Hearing format at 7:00 p.m. on Monday, May 21, 2018 in Room 410 at the Durkin Administration Building.

gb #8-73 - Administration (February 14, 2018)

To set a date for the public hearing on the FY19 Budget.

Mr. Allen provided a condensed version of his PowerPoint presentation on the FY19 Budget which he presented in full at the School Committee on May 3, 2018. Mr. Foley encouraged the individuals in attendance to make phone calls to their representatives regarding the Foundation Budget. Individuals were allowed to speak to their concerns relative to the Budget. The full context of the meeting can be accessed on the Worcester Public Schools' website under Archived School Committee Meetings.

The following individuals offered testimony regarding the FY19 Budget:

Ethel Haxhij
Ruth Rodriguez
Cailin Duram
Nancy Caswell
Jesse Leidel
Tracy Novick

Motion - gb#7-342 - Mr. Foley (May 3, 2018)

To provide a more detailed report regarding the legal services of \$100,000.00 which was held from the following transfer:

Amount	From Account	Account Title	To Account	Account Title
\$300,000	500123-96000	Health Insurance	500130-92000	Personal Services

Mr. Allen spoke to the item and explained that the \$100,000.00 was an estimate and broke down the projected spending as shown below:

Account	Recommended Budget	School Committee Budget Actions	Adopted Budget Amount	Projected Deficit
Legal Consultation	\$175,000	-\$15,000	\$160,000	-\$50,000
Special Education I DOJ Legal	\$100,000	-\$15,000	\$85,000	-\$50,000
Legal Settlements	\$17,877		\$17,877	-\$40,366
Employee Assistance	\$24,823		\$24,823	-\$12,146
Security Guards	\$173,502		\$173,502	-\$22,977
Translations	\$156,000		\$156,000	-\$163,000
Total				-\$338,489

Mr. Foley made the following motion:

Request that the School Committee transfer \$100,000 from Health Insurance to Personal Services.

On a roll call the vote was as follows:

For the motion: Mr. Comparetto, Mr. Foley,
Miss McCullough 3

Against the motion: 0
3

The motion carried.

SCHOOL COMMITTEE ACTION

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

It was moved to approve the following transfer of funds:

Amount	From Account	To Account
\$100,000	Health Insurance 500123-96000	Personal Services 500130-92000

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

- 13. The Joint Standing Committee on Finance and Operations and the City Council’s Standing Committee on Education met at 5:00 p.m. on Wednesday, May 30, 2018 in Room 410 at the Durkin Administration Building.

City contributions/
FY16

gb #4-214 - Ms. Novick/Mr. O’Connell/Mr. Monfredo (July 22, 2014)

To consider the city’s contribution to the Worcester Public Schools for FY16 and years following.

FY18 Budget
presentation

FILE.

gb #7-27 - Mr. Foley/Ms. Colorio/Mr. Monfredo/Mr. O’Connell/Miss McCullough (January 5, 2017)

Request that the Administration make a presentation on the projected FY18 Budget to the Joint Standing Committee on Finance and Operations and the City Council’s Standing Committee on Education.

FILE.

gb #8-17 - Administration (January 5, 2018)

To consider the findings and recommendations of the Facilities Master Plan Report as prepared by Symmes Maini & McKee Association Inc., Architects, (SMMA).

Superintendent Binienda commented that the system is well served to have a Facilities Master Plan.

Mr. Allen stated that the MSBA recommended that the development of the Facilities Master Plan would be a blueprint for future projects.

Mr. Pointelli provided the information which is contained in the Executive Summary (Annex A of the backup)

Bookmarks are contained within the document on the website of the Worcester Public Schools to identify each of the 28 schools. A review of the engineering system of all sites was reviewed to determine what needs to be repaired under what is referred to as deferred maintenance.

Mr. Foley stated that the City Manager, the Mayor and City Council have helped to fund the Capital Projects.

Mr. Allen stated that the next phase of the projects will be 10 to 15 years down the road. The MSBA knows that the system submits a Statement of Interest that it has thought carefully about how to develop and organize the schools. He further stated that the development of the FY20 Renovation Budget will reflect the 5 year plan and each year will be updated and be used as a guide to identify projects that will be done through the Building Renovation Projects and funds received from the City.

Councilor Rosen asked if a massive building could be built for Doherty Memorial High and Burncoat High schools.

Mr. Allen stated that that topic possibly could be discussed in the feasibility study.

FILE.

Facilities Master
Plan Report
Recommendations
Symmes, Maini &
McKee Association
Inc.

gb #8-72 - Administration (February 14, 2018)

Request that the Administration set a date to hold a Joint Meeting of the City Council's Standing Committee on Education and the School Committee's Standing Committee on Finance and Operations to discuss the FY19 Budget.

Mr. Allen provided a condensed version of the PowerPoint presentation on the FY19 Budget which he presented in full at the School Committee meeting on May 3, 2018.

Mr. Foley stressed that people should contact the House of Representatives to push for more funding on a longer term basis with the state to fund education more equitably across the Commonwealth.

Councilor Bergman requested that the Administration provide a report on the number of children transferring in and out of schools under School Choice and compare that number for the past 2 years.

Mr. Allen stated that there are about 500 students transferring out of the system and 100 coming into it through School Choice.

Councilor Bergman asked how the system can deter students from transferring out of the Worcester Public Schools through School Choice.

Mr. Allen stated that the new South High Community and Doherty Memorial High schools will help to retain students by providing more course offerings.

Councilor Bergman asked if the system could do an exit survey to determine why the students are leaving the Worcester Public Schools.

Councilor Bergman inquired as to progress with the lawsuit, relative to the Foundation Budget.

Mr. Foley stated it would be discussed in Executive Session and indicated that there is a growing interest in other communities to join the lawsuit.

Councilor King asked if there is a governmental affairs person designated to work on some of the legislative issues.

Mr. Allen stated that Superintendent Binienda would be the primary person.

Councilor King inquired as to the number of students from Puerto Rico and the U.S. Virgin Islands that are currently attending the Worcester Public Schools.

Mr. Allen stated that there are 276 students attending the Worcester Public Schools from those areas.

Mr. Monfredo stated that the system has waited 3 years for the Foundation Budget to be passed and stressed how important it is to move forward with it because it is impacting the education of the children.

Councilor Bergman stated that he would like a Resolution put on the City Council agenda regarding the Foundation Budget formula.

Mr. Pottle stated that he would file a chairman's Resolution relative to support for a change in the Foundation Budget formula.

FILE.

motion (gb #5-93) - Mr. Foley (November 16, 2015)

Request that the Foundation Budget Review Committee's Final Report and the PowerPoint presentation be referred to the Joint Committee of the Standing Committee on Finance and Operations and the City Council's Standing Committee on Education.

FILE.

SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as stated.

Senate Ways and Means Committee/ allocation of extra funds

14. gb #6-270.1 - Administration/Mr. O'Connell/
Mr. Foley
(May 22, 2018)

Response of the Administration to the request to consider an allocation of certain extra funds allotted by the Senate Ways and Means Committee, that were not included in the FY19 Budget, for the 2018 Summer School Programs.

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

Students from Puerto Rico and U.S. Virgin Islands/ appropriation of funds

15. gb #8-152.1 - Administration/Mr. O'Connell/
Miss Biancheria/Mr. Comparetto/
Mr. Foley/Miss McCullough/
Mr. Monfredo
(May 30, 2018)

Response of the Administration to the request to appropriate funds received from the State's grant to the Worcester Public Schools "to assist districts serving students from Puerto Rico and the U.S. Virgin Islands who were displaced by last Fall's hurricanes."

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

"Reading in our City Week"/ Proclamation

16. gb #8-160.1 - Administration/Mr. Monfredo/
Miss Biancheria/Mr. Comparetto/
Miss McCullough/Mr. O'Connell
(May 25, 2018)

Response of the Administration to the requests to:

- inform the schools about "Reading in our City Week," which will take place from June 10 through June 16 and
- to read a Mayor's Proclamation at the School Committee Meeting on June 7, 2018 to commemorate the event.

Mayor Petty read a Proclamation commemorating "Reading in our City Week".

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

17. gb #8-161.1 - Administration/Mr. O'Connell/
Mr. Foley
(May 22, 2018)

Summer school
sports/budget
recommendations

Response of the Administration to the requests to:

- provide a proposed Budget recommendation prior to the Budget deliberation for middle school sports for FY20 and for summer school sport opportunities for 2018.
- provide the estimated cost for a tiered summer school sports program and seek Community Partners to sponsor such a program.

It was moved and voice voted to hold the item for the School Committee meeting to be held on Thursday, June 21, 2018.

18. gb #8-170 - Miss McCullough/Mr. Monfredo/
Miss Biancheria/Mr. Foley/
Mayor Petty
(May 9, 2018)

Recognitions

To forward letters of recognition to:

- the following Worcester Technical High School's TechFair winners:

OVERALL WINNERS

1st place	Gabriela Rodriguez	Finance and Marketing
1st place	Crystal Fernandez Duval	Finance and Marketing
2nd place	Abe-Gayle James	Drafting
2nd place	Gabby James	Allied
3rd place	Sean O'Connor	Programming
4th place	Lili Zhao	Allied
4th place	Henry Nguyen	Allied
5th place	David Rinquist	Web Development

Programming/Web Development:

1st	Sean O'Connor (Programming)
2nd	David Rinquist (Web Development)
3rd	Marino Fernandez (Web Development)

Finance & Marketing:

1st	Gabriela Rodriguez
1st	Crystal Fernandez Duval
2nd	Tori Plikunas
2nd	Cole Wagner
3rd	Willeisha Rodriguez
3rd	Kelly Torres

Painting & Design:

1st Vivienne Charpentier
 2nd Valerie Otero
 2nd Jennifer Nguyen
 2nd Emma Sjoberg
 3rd Mackenzie Murray

Allied and Mixed Shop:

1st Abe-Gayle James - Drafting
 1st Gabby James - Allied
 2nd Lili Zhao - Allied
 2nd Henry Nguyen - Allied
 3rd Leon Li - Culinary
 (Miss McCullough)

- the students from Worcester Arts Magnet School for having won the Vex Robotics Championship (Miss McCullough)

- the following members of the Junior Girls Scout Troop who were recognized by the Massachusetts Department of Children and Family with the Ella's Kids Helping Kids Award:

Sara Baker	Amaya Boudouani
Madison Braley	Anna Diggins
Delaney Quinn	Carolyn Somers
Abby Vray	
Troop leaders: Wendy Quinn and Stephanie Braley (Miss McCullough)	

- the following schools who have a chronic absenteeism rate for the year of less than six percent:

Flagg Street	Heard Street Discovery Academy
Lake View	May Street
Midland Street	Nelson Place
Tatnuck Magnet	Thorndyke Road
Worcester Arts Magnet	Worcester Technical High
	(Mr. Monfredo)

- the Green Reapers Robotics Team from Burncoat High School for ranking 31st out of 60 at the Robotic competition held at WPI.
(Mr. Monfredo)

- the following students who received scholarships from the Worcester Latino Dollars for Scholars Program:

Burncoat High School

Josue Mendoza - Assumption College
Christopher Ortiz - Gordon College
Yazmin Soto - Worcester State University

Claremont Academy

Steven Robles - University of Massachusetts Amherst
Oscar Rosario - University of Massachusetts Lowell
Taisha Santiago-Anna Maria College

Doherty Memorial High School

Carlos Dominguez - Quinsigamond College

North High School

Aminatou Barry De la Cruz - Fitchburg State University
Kenia Carvajal - Quinsigamond Community College

South High Community School

Chris Nieves - Brown University
Betzabe Vasquez Grande - University of Massachusetts Lowell

Worcester Technical High School

Daishaniese Rivera - Assumption College
Jennifer Lopez - Salem State University
Lesly Santander - Anna Maria College

(Mr. Monfredo)

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

19. qb #8-171 -

Administration
(May 9, 2018)

Final year end transfers/grant Superintendent authorization to balance accounts

Request that the Superintendent be granted the annual authorization to make the final year end transfers necessary to balance surplus and deficit accounts for the fiscal year ending on June 30, 2018.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

Against the motion: 0
7

The motion carried.

Prior fiscal year
Payment/
Milford Maine
School District

20. gb #8-172 - Administration
(May 14, 2018)

To approve a prior fiscal year payment in the amount of \$3,750.10 made payable to the Milford Maine School District.

It was moved and voice voted to hold the item for the School Committee meeting to be held on Thursday, June 21, 2018.

Employees on
administrative
leave/report on

21. gb #8-173 - Miss Biancheria/Mr. Monfredo
(May 14, 2018)

Request that the Administration provide a report on the number of employees in the Worcester Public Schools who are on administrative leave.

Miss Biancheria made the following motion:

Request that the Administration provide a report at the July 19 meeting on the number of employees who are on administrative leave.

Recognitions/set
date

22. gb #8-175 - Mr. Monfredo/Miss McCullough/
Miss Biancheria/Mr. Foley/Mayor Petty
(May 15, 2018)

To set a date to recognize:

- Donna Lombardi, Director of School Nutrition, and the following schools for having received the Healthy Start Award from the Eos Foundation:
 - Belmont Street Community School - Susan Hodgkins, Ed.D.
 - Canterbury Street Magnet Computer-Based School - Mary Sealey
 - Chandler Elementary Community School - Jessica Boss
 - Clark Street Developmental Learning School - Fjodor Dukaj
 - Goddard School of Science and Technology - Kerrie Allen, Ed.D.
 - Lincoln Street School - Shannon Conley
 - Francis J. McGrath Elementary School - Paula Gibb-Severin
 - Rice Square School - Susan Donahue
 - Union Hill School - Ishmael Tabales
 - Wawecus Road School - Joanna Loftus
- (Mr. Monfredo)

- Gazette Student Achievers:
 - Anton Deti – University Park Campus School
 - Nancy Huynh – North High School
 - Diane Khong - Burncoat High School
 - Anh Nguyen - Claremont Academy
 - Henry Rich – South High Community School
 - Herlin Rijo – Worcester Technical High School
(Miss McCullough)

It was moved and voice voted to set the date of Thursday, June 21, 2018.

23. gb #8-176 - Administration Donations
(May 22, 2018)

To accept the following donations:

- \$275.00 from Hanioti Licensee Inc/Dairy Queen to Belmont Street School
- \$266.16 from BW Shrewsbury Operations LLC/Buffalo Wild Wings to Tatnuck Magnet School
- \$2,666.00 from the United Way to Burncoat Preparatory School
- \$200.00 from Clark University to University Park Campus School to help fund a field trip
- \$1,333.00 from the United Way to Worcester Technical High School
- \$500.00 Incentive Prize from WEDF to the Academic Center for Transition (ACT)
- \$490.00 from the various donors to the Special Education Transition Program
- \$500.00 from the Eos Foundation to each of the following schools for their commitment to support universal free, after the bell, breakfast in the classroom (BIC) as a powerful tool to fight childhood hunger and boost academic achievement:

Belmont Street Community School
 Canterbury Street Magnet Computer-Based School
 Chandler Elementary Community School
 Clark Street Developmental Learning School
 Goddard School of Science and Technology
 Lincoln Street School
 Francis J. McGrath Elementary School
 Rice Square School
 Union Hill School
 Wawecus Road School

- \$4,215.09 from the Worcester Historical Museum/Pow! Wow! Worcester to the WPS Visual Arts Department
- \$100.00 from Marjorie & David Cohen to South High Community School's Food Pantry

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
 Mr. Foley, Miss McCullough,
 Mr. Monfredo, Mr. O'Connell,
 Mayor Petty 7

Against the motion: 0
 7

The motion carried.

Program Support
Grant/Unum

24. gb #8-177 - Administration
 (May 25, 2018)

To accept the Program Support Grant in the amount of \$10,000.00 from Unum to Sullivan Middle School to provide services to students and families that will improve their overall health and wellness.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
 Mr. Foley, Miss McCullough,
 Mr. Monfredo, Mr. O'Connell,
 Mayor Petty 7

Against the motion: 0
 7

The motion carried.

- 25. gb #8-178 - Administration
(May 25, 2018)

SWAT-SHINE
Grant/Community
Foundation of
North Central
Massachusetts

To accept the SWAT-SHINE Grant from the Community Foundation of North Central Massachusetts in the amount of \$17,000.00 to develop and implement activities and events to promote mental health and wellness for all students in the Worcester Public Schools.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

Against the motion: 0
7

The motion carried.

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

Suspensions/
Consider
establishment of a
committee

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

It was moved and voice voted to refer the item to the Standing Committee on Accountability and Student Achievement.

- 27. gb #8-181 - Miss Biancheria/Miss McCullough/
Mr. Monfredo
(May 30, 2018)

Combining certain
city and school
departments/
feasibility of

Request that the Administration provide a copy of the report contained in the FY19 Budget, prepared by an outside consultant, regarding the feasibility of combining certain city and school departments.

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

Job descriptions/
process going
forward

- It was moved and voice voted to take items gb#8-182 through gb#8-192 together.
28. gb #8-182 - Administration
(May 30, 2018)
- To consider the approval of the Job Description for the Focused Instructional Coach (Blended Learning & Digital Media).
29. gb #8-183 - Administration
(May 30, 2018)
- To consider approval of the Job Description for the Department Head-Adult Education Programs.
30. gb #8-184 - Administration
(May 30, 2018)
- To consider approval of the Job Description for the Child Study Supervisor.
31. gb #8-185 - Administration
(May 30, 2018)
- To consider approval of the Job Description for the Turnaround Coach.
32. gb #8-186 - Administration
(May 30, 2018)
- To consider approval of the Job Description for the Pathways Specialist.
33. gb #8-187 - Administration
(May 30, 2018)
- To consider approval of the Job Description for the Director, Innovation Pathways.
34. gb #8-188 - Administration
(May 30, 2018)
- To consider approval of the Job Description for the Licensed Practical Nurse (LPN).
35. gb #8-189 - Administration
(May 30, 2018)
- To consider approval of the Job Description for the Certified Nursing Assistant (CNA) or Medical Assistant (MA).

36. gb #8-190 - Administration
(May 30, 2018)

To consider approval of the Job Description for the Clinical Care Coordinator.

37. gb #8-191 - Administration
(May 30, 2018)

To consider approval of the Job Description for the Coordinator of Night Life.

38. gb #8-192 - Administration
(May 30, 2018)

To consider approval of the Job Description for the Director of Human Resources.

The process of handling job descriptions is as follows:

According to the Policy Manual:

Each time a new position is established, the Superintendent will present for the School Committee's information a job description for the position, which specifies the jobholder's qualifications and the job's performance responsibilities. The Superintendent will maintain a comprehensive set of job descriptions for all positions.

All Job Descriptions going forward will be included under the Personnel section of the agenda for informational purposes and will be filed.

It was moved and voice voted to file items 8-182 through 8-192 and approve the new process for handling job descriptions.

The meeting adjourned at 9:00 p.m.

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

FY19 Budget Items:

- **Account 540103-92000 Student Transportation:** Attached is an analysis of the cost of the proposed FY19 student transportation compared to the FY19 budget status quo amount (assuming no conversion of big buses to athletic transportation to district operated vehicles, and assuming the district had a way to provide athletic transportation through contracted services at the same rate as current costs).
- **Account 500125-92000 Other Insurance Programs** (Line C. Other Insurance Programs): The FY19 budget reflects an increase from \$1,320 to \$5,720 for student accident insurance for students participating in offsite job placements. The cost per student is \$44 (same as previous year), but the number of students covered, as provided by the school, has changed from 30 students (\$1,320) to 130 students (\$5,720).
- **Account 500146-92000 Building Utilities** (Line C. #2 Fuel Oil): The Worcester Public Schools uses the City of Worcester's contract for #2 fuel oil. The City recently awarded a one-year fixed rate contract at \$2.45 per gallon.
- **500122-82000 Athletics Ordinary Maintenance**
The Administration will provide reduced price ticket for senior to attend certain athletic events.
- **500130-92000 Personal Services (Non Salary)**
500130-96000 Personal Services (Non Salary)

All schools have a buzzer system with a camera provided by the District.

This funding provides for the security guards stationed at the South/Sullivan complex, Doherty, North, Worcester Technical High, Gerald Creamer Center, Jacob Hiatt, Fanning Building and the Durkin Administrative Building. These guards are located inside (outside when necessary) of school buildings and their primary responsibility is to monitor individuals entering onto school property, ensuring that the individuals are authorized visitors. The increase in this line item is based upon the addition of the Durkin Administrative Building.

**WORCESTER PUBLIC SCHOOLS
 FY19 BUDGET
 ANALYSIS OF TRANSPORTATION COSTS**

Account	Description	FY18 Budget	FY19 Status Quo	FY19 Description (if different)	FY19 Budget	Difference from FY19 Status Quo
540-91117	Transportation Administration	\$122,770	\$220,856		\$220,856	\$0
540-91117	Transportation Support Staff	\$188,351	\$207,992		\$416,492	\$208,500
540-91117	Special Education Bus Drivers	\$1,465,114	\$1,494,416		\$1,583,237	\$88,821
540-91117	Special Education Bus Monitors	\$926,967	\$945,506		\$993,518	\$48,012
540-91117	Big Bus - Drivers				\$340,440	\$340,440
540-97201	Overtime Salaries	\$478,473	\$488,042		\$538,043	\$50,001
500123-96000	Additional Employee Health Insurance				\$90,000	\$90,000
540103-92000	Contracted Large Buses (96)	\$7,095,686	\$7,379,597	(84 buses)	\$6,457,147	-\$922,450
540103-92000	Contracted Wheelchair Buses (20)	\$2,016,684	\$2,077,200		\$2,077,200	\$0
540103-92000	Contracted Mid Size Buses (35)	\$3,360,105	\$3,460,905	(31 buses)	\$3,065,373	-\$395,532
540103-92000	Charter School Additional Days	\$90,339	\$93,953		\$0	-\$93,953
540103-92000	Contracted Mid-Day PreK Wheelchair	\$106,963	\$137,718		\$137,718	\$0
540103-92000	Special Education Transitions Program	\$478,800	\$529,200		\$529,200	\$0
540103-92000	Special Education Summer Program	\$253,487	\$349,199		\$349,199	\$0
540103-92000	Special Education Out of District Transportation	\$1,490,540	\$1,535,256		\$1,535,256	\$0
540103-92000	Lease of Special Education Vehicles	\$123,584	\$146,940		\$146,940	\$0
540103-92000	Lease of Large Buses (13)				\$211,224	\$211,224
540141-92000	Vehicle Maintenance & Fuel	\$324,790	\$337,596		\$0	-\$337,596
540103-92000	Vehicle Maintenance & Fuel				\$596,413	\$596,413
500122-92000	Athletic Transportation	\$168,300	\$168,300		\$90,000	-\$78,300
	Total Transportation Costs	\$18,690,953	\$19,572,676		\$19,378,256	-\$194,420

**Worcester Education Collaborative
Worcester Regional Research Bureau**

June 14, 2018

Maureen Binienda
Superintendent
Worcester Public Schools
20 Irving Street
Worcester, MA 01609

Dear Superintendent Binienda:

On behalf of the Worcester Public Schools Strategic Planning Initiative, we are proud to present to you *Defining our Path: A Strategic Plan for Education in Worcester, 2018-2023*. As you know, this report represents a significant effort of community partners working in collaboration with your team at the Worcester Public Schools to identify challenges, opportunities, and coordinated solutions for public education in Worcester. We commend you and thank you for your significant leadership on this issue and the commitment you have toward excellence in local education.

We expect that this plan will serve as a guide to future efforts by both the district and the community and also a metric by which we can measure our progress and identify areas for greater focus. We recognize that some solutions require significant changes to current structures of funding and operations. That said, we also recognize and appreciate the great commitment by all parties – both public and private – to accept nothing less than the best possible outcomes for our students.

We look forward to working with you to engage civic leaders and secure the necessary resources and partnerships to move the Worcester Public Schools forward. Worcester is gaining momentum as a vibrant urban center; a high-quality school district with exceptional educational opportunities and outcomes is integral to furthering that success.

Sincerely,



Jennifer Davis Carey
Executive Director

Worcester Education Collaborative



Timothy J. McGourthy

Executive Director

Worcester Regional Research Bureau, Inc.

Enclosure

Defining our Path



A STRATEGIC PLAN FOR EDUCATION IN WORCESTER *2018-2023*

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A LETTER TO THE WORCESTER COMMUNITY

Dear Worcester Students, Families, and Community,

It is with great pleasure that we share *Defining Our Path: A Strategic Plan for Education in Worcester*. Worcester Public Schools (WPS) is well-known for many of its successful practices, which foster real-world skills and student achievement. While we celebrate our district's progress, we also recognize that there is a continuous need for improvement in our schools and in the outcomes for all our students. We understand that the continued success of the district's mission can only be accomplished through a community-wide vision coupled with a commitment to action and sustained engagement.

The strategic planning process was a unique experience. In many strategic plans, the school district is the singular driving force. However, our community seized the opportunity to assemble a diverse group of community leaders—with invaluable support from the school district—to consider ways to address the needs of Worcester students. Our approach recognizes the central role of the schools in the life of our community. It acknowledges the vital need for all sectors of the city to fully support WPS, as well as the shared work required to achieve educational excellence in all schools for all students.

Conversations among community leaders, families, educators, and students during the process forged new relationships and deepened existing networks. We also expanded our community's capacity to consider a broad range of perspectives, data, and outstanding educational practices. Through subcommittees, representative of multiple stakeholder groups, we explored critical areas of need identified by the community and developed recommendations for improvement. We engaged state and national education leaders to highlight a range of education best practices that could be replicated. Our work was effective, but not without challenges. We delved into the nuances of quantitative data; considered the experiences, hopes, and concerns of stakeholders; and wrestled with very real financial and contractual constraints. We worked beyond mere accommodation to deep consensus. Our most important takeaways were that policies, practices, and initiatives should drive toward the district's student-centered goals and that substantive changes in the finances of the district are essential for high-quality, system-wide improvements.

Our plan is aspirational, inspirational, and innovative. In some cases, it is admittedly but intentionally ambitious. It considers new approaches to school and district design, teaching and learning, and finances. The plan recognizes that the work of schools is about both the transfer of knowledge, skills, and information and the fostering of safe and nurturing learning environments that support social and emotional skills critical for student well-being.

Defining Our Path: A Strategic Plan for Education in Worcester articulates a commitment to continue Worcester's renaissance by placing the city's children, and the future that they represent, at the center of our shared work. It calls for the resources of a community, not just a school district, to fulfill that mission. Achieving the goals of the plan will demand hard work and unflagging support from each sector of the city. It will also require the dedicated involvement of the state. We must ensure state funding levels realize the vision of the 1993 Education Reform Act and guarantee equitable outcomes in both high-wealth and low-wealth communities. The result of these actions will be well worth the effort—a system of schools focused on and able to educate every child for sound futures as positive contributors to our community and beyond.

Toward a Brighter Future,

Jennifer Davis Carey & Timothy J. McGourthy
Strategic Plan Co-Chairs

In Collaboration with
Maureen Binienda
Superintendent, Worcester Public Schools



Worcester, the *Heart of the Commonwealth*, is the second-largest city in Massachusetts. It is a community with a history of innovation and progress. Modern-day Worcester is rich in assets, home to leaders in education, healthcare, and technology, with more than 5,000 local businesses, 70 cultural institutions, nine colleges/universities, and the third-largest public-school system in the Commonwealth.¹ A forward-looking community, Worcester seeks to cultivate the success of the next generation to ensure that it continues to thrive for years to come.

Worcester is a growing global community. Since 1990, the population has increased 8%, bringing shifts in the racial, ethnic, age, gender, and household composition of the city.^{2,3} The city's international community has grown more than 200%, enhancing both the linguistic and cultural vibrancy of the city.⁴ The growth of Worcester's racial and ethnic communities also exceed national trends. The number of residents of Latino, African American, and Asian descent has grown by more than 150% since 1990, while the number of residents of European descent has declined 13%.⁵

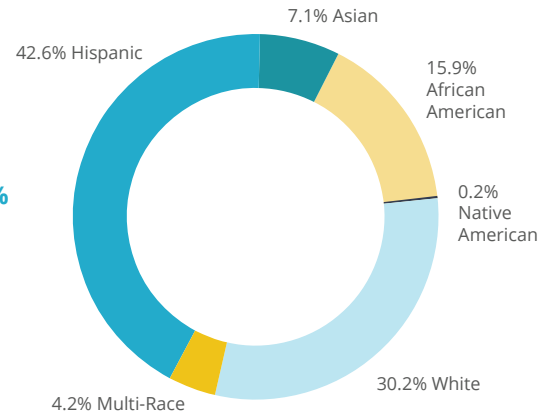
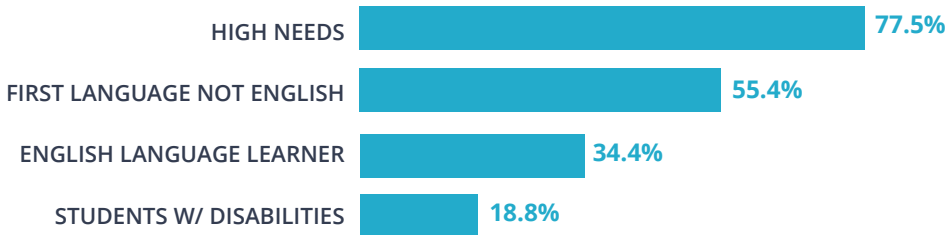
With growth in the population, Worcester has experienced new challenges. Nearly one-third of the city's youth are living in poverty.⁶ In addition, the student population is frequently changing. In 2017, the percent of students moving in and out of the school district during the year was 17.8%, which indicates a highly transitional learning population and impacts funding designations.⁷ The effects of youth experiencing significant trauma have also become more apparent. Educators report a high frequency of student exposure to childhood adversity, ranging from housing instability to the statewide opioid crisis.⁸ Worcester is also a leading resettlement community for refugees, serving populations particularly vulnerable to increased hardships as they adapt to their new community.⁹ Worcester's growth and the presence of new challenges demands consideration of new ways to

support and educate an increasingly diverse and global population.

Through the first strategic plan in 26 years, district and community leaders are looking to set a new vision for the education of the city's youth. Worcester Public Schools (WPS) sits at the center of these community-level changes and strives to play a positive and important role in cultivating the city's future creators, reformers, healers, and leaders. The success of WPS is critical to the economic vitality of the city. By 2024, 75% of jobs in the region's fastest growing industries (health, technology, management, and services) will require a postsecondary credential (professional certificate, bachelor's degree, or graduate degree).¹⁰ While 84% of Worcester residents over 25 have a high school diploma or equivalent, only 37% hold a postsecondary credential (associate degree or higher).¹¹ Ensuring student success in public schools—and a pathway to and through a postsecondary credential—will help meet regional labor needs while creating a highly skilled and educated workforce that enhances the vitality of the city.

However, the complex workplace that our students will face in years ahead cannot be addressed by WPS alone. Both the depth of need and the absence of necessary financial resources to operate the school district demands the collective action of the entire community. This strategic plan, collaboratively designed and with a commitment to collaborative implementation, addresses persistent challenges in the district and offers supports to schools in the interest of creating an environment for teaching and learning that fosters student success. As the priority of the district is excellence in WPS regardless of the financial climate, the plan incorporates actions that can be implemented immediately and calls attention to ones that will require significant financial support and collaboration to realize.

25,306 STUDENTS



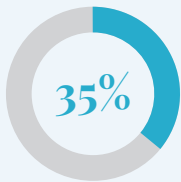
Community

183,677

RESIDENTS



83% OF SCHOOL-AGE RESIDENTS ATTEND WPS



SPEAK A LANGUAGE OTHER THAN ENGLISH

90+

Languages

Schools

44

K-12 Schools



7 INNOVATION SCHOOLS



Schools Met State Targets

13

CAREER PATHWAY PROGRAMS

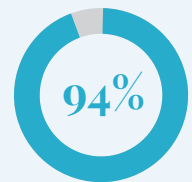
Outcomes

2.2%

DROPOUT



86% FIVE-YEAR HIGH SCHOOL GRADUATION RATE



ATTENDANCE RATE

4.3%

Dropout for English Language Learners

Mission of Worcester Public Schools

To provide all students the opportunity to advance their scholarship with a rigorous core curriculum and high-quality instruction. This enables students to discover the expanse of their academic talents, shape the quality of their character, and develop the confidence to become conscientious, reflective citizens who are empowered to better our community and our world.¹⁴

Our Vision for 2023

Worcester Public Schools will be a national leader in education, offering high-quality learning experiences, ensuring that all young people are prepared to thrive, and equipping them to become engaged citizens in their community.

Theory of Change

IF we embrace a student-centered approach that:

- fosters innovation in schools;
- provides vital supports for teaching and learning;
- ensures access to modern technology;
- develops the critical thinking and technical skills of all students; and
- leverages the input of families and community;

THEN we will build a system of diverse, high-performing schools that can equip all students with the academic, social, and technical skills necessary to thrive.

Focus Areas



CULTURE OF INNOVATION



ACADEMIC EXCELLENCE



WELCOMING SCHOOLS



INVESTMENT IN EDUCATORS



TECHNOLOGY & OPERATIONS

Where We're Headed¹³

WPS STUDENTS WILL

Current 2023

31% ➔ 47%

**MEET/EXCEED EXPECTATIONS
ON 3RD GRADE ELA MCAS**

65% ➔ 76%

**ENROLL IN POSTSECONDARY
OPPORTUNITIES^B**

17% ➔ 14%

REDUCE CHRONIC ABSENTEEISM

1:4 ➔ 1:1

**ACCESS TECHNOLOGY
(STUDENT-TO-DEVICE RATIO)**

WPS WILL

INCREASE PER-PUPIL EXPENDITURE BY

▲ 20%

**INCREASE NUMBER OF HIGH-
PERFORMING SCHOOLS BY**

▲ 20%

INCREASE DIVERSITY OF NEW HIRES BY

▲ 25%

^B Students attending a private or public 2 or 4-year college within 16 months of graduation

Guiding Our Vision

COORDINATING COMMITTEE

17 Members

District managers, along with university and community leaders, met monthly for review of local resources and state data to craft recommendations for the strategic plan.

SUBCOMMITTEES

50 Members

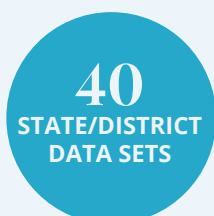
Five groups with approximately 10 participants each, including parents, recent students, educators, and community members reviewed district data, prioritized challenges, and developed strategy recommendations within specific focus areas.

ADVISORY COMMITTEE

50 Members

Parents, educators, School Committee, and community, city, and university leaders met monthly to investigate challenges facing the district and weigh in on strategies for improving WPS.

Engaging the Community



About the Strategic Planning Process

Launched in June 2017, the strategic planning process was a community-driven effort led by Worcester Education Collaborative (WEC) and Worcester Regional Research Bureau (WRRB) in collaboration with WPS. Organizers recognized the need for a jointly developed strategic plan able to address the growth and demographic changes of the community, new economic demands, new expectations and methods in teaching and learning, and achievement gaps that persist despite concerted efforts for improvement. These organizations, representative of multiple sectors of the community, and others with a vested interest in education assumed collective responsibility for charting a course toward success for WPS.

CONTEXT

WPS has made progress in improving several outcomes, including significant gains in attendance and noteworthy services for English Language Learners, resulting in the lowest dropout rate for a large urban district in the Commonwealth.¹⁵ However, gaps in students' academic proficiency, growth, and achievement remain.¹⁶ Spurred by these findings and the transition in district leadership, the 2016 report, *The Urgency for Excellence: Considerations for the School Committee and New Superintendent of Schools in Worcester*, called for a new approach to fostering student success: the development of a city-wide vision and plan for educational improvement.¹⁷

Following the report's release, community leaders representing businesses, foundations, nonprofits, and service agencies signed the Worcester Compact for Public Education (Worcester Compact), a public document detailing their commitment to educational improvement in the city. The group secured private financial support for the strategic planning process and engaged students, alumni, parents, educators, and community-based organizations to participate.¹⁸ The strategies listed in the plan are designed to enhance success for all students and include action steps for the whole community. The collaborative model established through the Worcester Compact and continued through this process was foundational to our approach, and differentiating this document from any other known resource.

PARTICIPANTS

The strategic planning process was informed by voices throughout the community. From June 2017 to January 2018 community and district organizers along with strategic planning facilitators from the Rennie Center for Education Research and Policy met with more than 400 Worcester residents in focus groups and forums. In response to community requests, one forum, attended by more than 100 participants, was conducted "café-style" to assure maximum opportunity for small group discussion and input. Throughout the process, all who sought an opportunity for input or to participate were included.

Events were held throughout the district and offered in multiple languages to maximize participation and ease of access. Individuals also had the chance to share their input through surveys on their experiences with WPS and education in the City of Worcester more broadly. Respondents included students, families, educators, and community members.

Finally, the strategic planning process featured a multi-tiered committee system that engaged stakeholders from diverse backgrounds and roles in the community. More than 70 community members participated in one or more committees. The planning groups included an Advisory and a Coordinating Committee as well as five subcommittees focused on high-priority areas for the city: Access to Availability of Higher-Level Learning; Educator Resources and Development; Governance, Finance, and Operations; Instructional Resources and Technology; and Social and Emotional Learning and School Climate. With the help of the Rennie Center, these committees reviewed more than 40 data sets from state and district systems, along with 30 local and national journal publications providing insights on budget, population demographics, discipline, culture, and educational best practices.^c

Lessons Learned

Committee members considered the themes and trends that emerged from the conversations, meetings, and data review to refine and prioritize the recommendations of the strategic plan. Key learnings included¹⁹:

- Worcester’s residents are dedicated to high-quality education for all its students. The commitment of teachers, staff, and the community to support students is what allows the district to operate and succeed despite challenges.
- Offering high-quality learning options for all students—regardless of age, ability, language, background, and/or neighborhood—is paramount. It is critical that improvements in learning experiences address needs from early childhood education through high school and benefit the whole student population, including advanced learners, students with disabilities, and English language learners.
- Improvements must also address complementary learning needs, such as developing social and emotional skills, cultivating a welcoming and supportive environment in schools, enhancing communication and partnership with families, and overcoming any barriers that hinder student success.
- Specific calls to action include increased options for advanced learning, better access to technology, greater support for postsecondary transitions, new and enhanced facilities, and more collaborative learning opportunities for educators.
- All stakeholders described the dire need to increase the district’s operating budget, including through additional funds from an improved Chapter 70 state funding formula.

These lessons inform a new vision for the district, which calls on all sectors of the city to support Worcester in becoming a national leader in urban education.

^c Example local reports reviewed by subcommittees include *Report of the Dialogues on Race, The Schools We Deserve*, and *Not Present, Not Accounted For*.

Orientation to the Plan

The strategic plan is divided into five sections aligned with the focus areas. Each section includes information on:

What We Heard: Reflects the findings from focus groups, document reviews, surveys, and subcommittee reports related to the focus area. This information provides insights on key challenges that the strategic plan's objectives and strategies are designed to address.


Making it Count for All Students: Highlights outcomes from comparable urban districts and state averages on key indicators. Reported metrics are based on data from the Massachusetts Department of Elementary and Secondary Education and reflect the top-performing comparison district in each category. Metrics are intended as a guide, rather than an expressed goal for Worcester. The list of communities was drawn from participants in the Urban Superintendents Network, based on size and demographics, and vetted by strategic plan organizers. The full list of comparison districts and additional measures are included in Appendix A.

Benchmarks for Success in 2023: Features priority benchmarks for expected improvement (e.g., growth in students' ELA and Math performance) based on the successful implementation of this plan's strategies. A full list of improvement benchmarks associated with each section is included in Appendix B.

Current Resources and Initiatives: Worcester has many resources and initiatives that exist to support the action steps of the plan. This section acknowledges the ongoing work to address core challenges and highlights initiatives that may need to be scaled to achieve maximum impact.

Subsequent pages detail objectives and action steps that will guide improvement efforts over the next five years. Each objective includes feasibility metrics established in collaboration with district and community leaders that delineate the level of effort and financial cost.

Investment: The financial investment needed to implement the objective


 **\$0-\$100,000** No or minimal additional cost for implementation


 **\$100,000 - \$499,000** Seed funding required for implementation

 **\$500,000+** Substantial funding must be added for implementation

Level of Effort: The amount of resources, coordination, or operational change that would be required

 Minimal effort required to implement objective (resources already exist)

 Medium effort required to implement objective (resources already exist, but may need to be coordinated or repurposed)

 Maximum effort required to implement objective (new resources must be developed or brought on)



CULTURE OF INNOVATION



Culture of Innovation

The achievement gap is a persistent and critical obstacle to ensuring the future personal, academic, and career success of today's youth.²⁰ In Worcester, the gap exists primarily for students with disabilities and those from low-income, Latino, and/or language-diverse backgrounds, who are less likely than their peers to reach grade-level benchmarks and graduate from high school.²¹

In Massachusetts, research shows that practices focused on school leadership, collective teacher efficacy, rigorous instruction, and high expectations for all students are critical to turning the tide in schools.²² Worcester has undertaken numerous initiatives to support the needs of students, with localized success.²³ To see systemwide change, structures must be established so that effective practices can be tested and brought to scale. By developing a culture of innovation that supports the incorporation of established and emerging best practices, the district will make the necessary adjustments that enable all students to learn and thrive, while ensuring enhancements (and lessons learned from them) benefit the entire school system.

WHAT WE HEARD²⁴

- Worcester residents and its education professionals value community schools and specialized or focused programs as opportunities to bring educators, families, and community partners together to offer broad opportunities, supports, and services to students and their champions.
- New approaches are needed to address student achievement gaps and foster improvement.

CURRENT RESOURCES & INITIATIVES²⁵

- Principal Learning Network
- New Principals' Institute and Mentoring

MAKING IT COUNT FOR ALL STUDENTS

Our actions will drive improvement for all students and—most critically—change the course for our highest-need students. In the 2016-2017 school year²⁶:

49%

of the 44 schools in Worcester ranked in the top 80% statewide

91%

of the 11 schools in a comparable urban district ranked in the top 80% statewide

69%

of the 1514 schools in Massachusetts met or exceeded state learning targets

OBJECTIVES AND STRATEGIES



1. Embrace a culture of innovation that develops and pilots evidence-based approaches and allocates resources to address chronic student achievement gaps and underperforming schools

- **Target District Supports for High Needs Schools:** Create a Superintendent Schools designation, afforded to consistently underperforming settings, that provides increased supports coupled with enhanced accountability, trainings, and resources for the school to implement transformative learning approaches
- **Proactive Supports to Enable School Improvements:** Identify and develop aggressive improvement strategies for lower-performing schools prior to required state intervention, incorporating successful turnaround practices from across Massachusetts and providing necessary operational flexibility for successful implementation

Investment: \$\$\$ **Effort:** ★★

2. Increase the capacity of school leadership to leverage existing resources for school improvement

With support from the community we will:

- **Enhance School Leader Training Initiatives:** Expand the New Principals' Institute through a third year of practice in partnership with community organizations, allowing aspiring and experienced principals to collaborate and catalyze innovative management practices that foster improvement and student success
- **Provide Supports and New Learning Experiences for Veteran Leaders:** Develop an Institute for veteran principals to support continued growth and development in school management and classroom pedagogy

Investment: \$\$ **Effort:** ★★

3. Identify demonstrated best practices regionally and across the globe that can be adapted to Worcester's unique conditions to alleviate achievement gaps

- **Expand Early Learning Supports:** Increase implementation of, and access to, early literacy and math interventions for all students through the 6th grade
- **Scale Early Learning Solutions:** Pilot early literacy initiatives in select elementary schools to determine the best fit for a district-wide approach
- **Sustain High Performance in Thriving Schools:** Engage and support the continued success of on-track and high-performing schools by establishing a process to set next-level targets for student learning and spread effective practices

With support from the community, we will:

- **Develop a Network of Schools to Pilot and Scale Evidence-Based Practice:** Design an Incubation Hub drawing on tested, effective, and transferable practices from multiple school models (e.g., community and pathways schools). The hub will focus on scaling these practices in the district and be supported by a body of community members and elected officials²⁷

Investment: \$\$ **Effort:** ★★

BENCHMARKS FOR SUCCESS IN 2023

	CURRENT	2019	2021	2023
REDUCE NUMBER OF SCHOOLS PERFORMING AT OR BELOW THE 10TH PERCENTILE STATEWIDE	10	9	7	5

Strategies in Action: *Incubation Hub*

Worcester Public Schools will create an Incubation Hub in the District. The Hub will consider the current elementary and secondary school feeder system and serve as the pilot site for innovative and best practices, drawing significantly from those of community schools and special academic programs, and leverage parent, educator, and community expertise and resources. These practices will be refined and scaled across the district.



ACADEMIC EXCELLENCE



Academic Excellence

As the third-largest school district in the state, WPS makes an important contribution in equipping today’s students with knowledge and skills to become tomorrow’s engaged community and productive workforce.²⁸ As the district builds on a legacy of success in preparing students with real-world skills, it must expand its offerings to accommodate the learning needs and interests of its diverse population, ensuring that all students can chart a path to a meaningful postsecondary opportunity.²⁹ In addition, it must equip students with the digital skills necessary for success in the modern workplace.

Academic excellence starts with universal access to the learning environment and a focus on foundational skills at the elementary level. This ensures that essential building blocks for knowledge are well-established, laying the groundwork for more advanced courses in later years.³⁰ Given the importance of rigorous learning experiences across all grades, WPS will focus on enhancing early education, expanding the breadth and depth of coursework, increasing options for demonstrating knowledge, developing students’ technological skills, and providing additional supports for students’ college or career aspirations.

WHAT WE HEARD

- Students and educators wanted increased course variety and the opportunity to delve deeply into subject matter and explore current topics.
- Students need more opportunities to develop real-world skills such as financial literacy, career skills, and civics.
- College and career decisions are at the forefront of discussion for middle and high school students; students and parents want planning supports for college and career decision making to start earlier (e.g., middle school) so that youth can be intentional about the learning opportunities they select.

MAKING IT COUNT FOR ALL STUDENTS

Our actions will drive improvement for all students and—most critically—change the course for our highest-need students. Currently³¹:

31%

of 3rd graders in Worcester meet grade-level benchmarks in English Language Arts MCAS

49%

of 3rd graders in a comparable urban district meet grade-level benchmarks in English Language Arts MCAS

47%

of 3rd Graders in MA meet grade-level benchmarks in English Language Arts MCAS



- Students and parents advocated for more variety in programming inside and outside the school day, including sports, additional advanced courses, and the arts.
- Students and educators need increased access to technology and its full and sustainable integration in classrooms to enhance digital skills.
- Parents and residents noted the importance of expanded partnerships with the community to address district needs, including enrichment initiatives, technology deficits, and transportation.

CURRENT RESOURCES & INITIATIVES

- Targeted, evidence-based literacy and math interventions in elementary schools
- Early college opportunities (e.g., 100 Males to College, dual enrollment initiatives)
- Career technical education pathways throughout the district
- 2018 donation to support 2:1 technology access for students in grades 4-8

BENCHMARKS FOR SUCCESS IN 2023

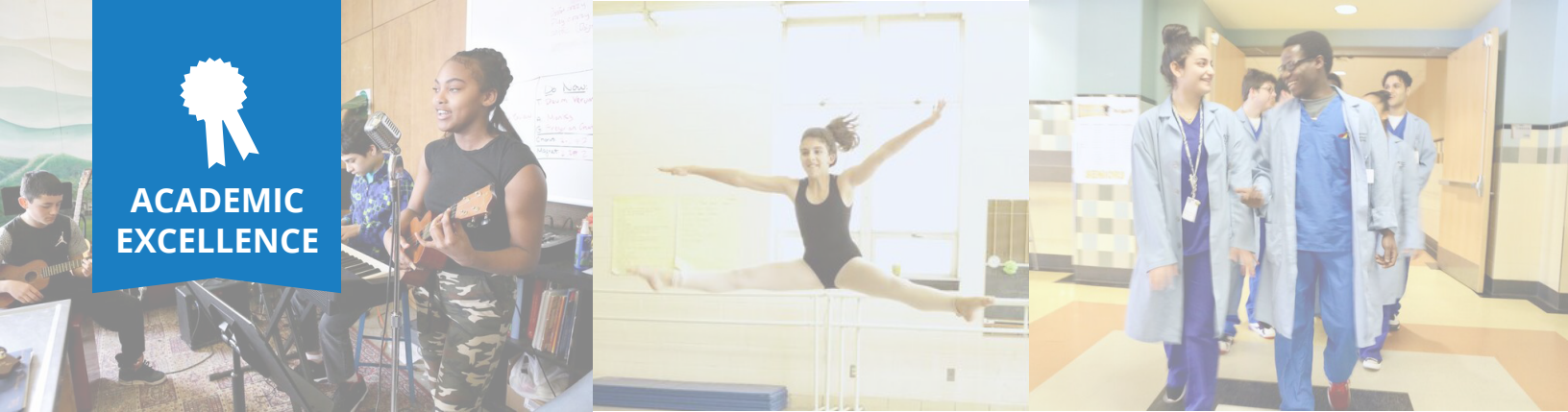
	CURRENT	2019	2021	2023
47% OF 3RD GRADERS WILL MEET OR EXCEED BENCHMARKS IN READING	31%	36%	41%	47%
49% OF 3RD GRADERS WILL MEET OR EXCEED BENCHMARKS IN MATH	29%	36%	42%	49%
100% OF STUDENTS CAN ENGAGE IN A DIGITAL LEARNING EXPERIENCE <i>(Course or skill-building activity)</i>	30%	53%	76%	100%

Strategies in Action: *Worcester City Enrichment Academy*

Worcester Public Schools—in collaboration with local universities, cultural institutions, and community organizations—will lay the groundwork for the creation of a year-long enrichment program providing instruction, academic support, and experiential learning opportunities for advanced learners.

Based on national models of accelerated learning, this program will be available to WPS students in grades 7-12 to enhance their academic knowledge and skills while providing opportunities to pursue specific subject areas in depth and cultivate their expertise. The program will offer mentoring from local college students and learning activities throughout the school year hosted by the city’s cultural and community organizations. In the summer, grade cohorts will participate in intensive seminars on Worcester’s college campuses. Juniors will participate in a short summer residency.

More than 300 qualified students will be able to participate in the Academy each year (with an expected enrollment of five students per grade, per school). Students will be accepted by application or nomination from each middle and high school. The program is anticipated to begin in the 2022-2023 school year.



OBJECTIVES AND STRATEGIES

1. Increase opportunities for students to develop critical thinking and problem-solving skills and demonstrate knowledge

- **Implement Community-Based Learning Opportunities:** Strengthen experiential learning options across grades K-12, providing students with multiple strategies to acquire and demonstrate understanding of concepts
- **Employ Demonstrated College and Career Academic Sequence:** Align class offerings to state requirements and ensure all students can access learning opportunities to fulfill the state's recommended course sequence for college and career readiness (MassCORE)
- **Offer More Advanced Course Options:** Increase the number of advanced learning options and enrichment opportunities in 9th grade to better prepare students to succeed in advanced courses throughout high school
- **Diversify and Increase High School Electives:** Foster deeper and broader subject matter exploration in areas relevant to student interests and societal needs by increasing the variety of electives in grades 9-12

Investment: \$\$

Effort: ★★

2. Develop students' technology fluency and ensure access to digital learning and computer science (DLCS) curricula

- **Develop Digital Learning and Computer Science Options:** Create course curricula to meet state standards for DLCS and provide learning opportunities at the elementary, middle, and high school levels
- **Implement Digital Skill-Building Opportunities:** Develop learning opportunities for students and their families to develop foundational digital skills
- **Increase Access to Digital Learning Options and Courses:** Align curricula to include effective technology integration strategies and blended learning opportunities and ensure all students have the opportunity to participate in at least one digital learning experience each year

Investment: \$\$\$

Effort: ★★



3. Increase career awareness and exploration at all grade levels through integrated coursework and a tiered career learning program

- **Foster Career Skills Development:** Vertically align career exploration experiences from elementary through high school, creating age-appropriate learning opportunities that are rigorous, skill-building, and linked to meaningful postsecondary options
- **Implement *My Career and Academic Plan* and Mentoring:** Increase relevance of learning experiences by aligning options to students' skills and interests through personalized learning plans and partnerships with students, families, and the community
- **Increased Availability and Access of Career Learning Experiences:** Create opportunities for students to develop real-world skills through integrated academic and career pathway initiatives in their own or other district schools
- **Enhance Career Exploration and Planning Process through Technology:** Use technology to streamline and support the postsecondary planning process by increasing access to career resources, assessments, and a digital portfolio of students' accomplishments

With support from the community, we will:

- **Increase Community-Based Career Learning Options:** Expand career learning opportunities for students by scaling existing pathways and developing new initiatives in partnership with business and community organizations
- **Develop Afterschool Career Learning Opportunities:** Enhance in-school and out-of-school-time options for students to participate in career exploration programs
- **Increase Accessibility of Career Learning:** Increase access to vocational learning opportunities by identifying operational resources to support student participation (e.g., schedule, transportation)
- **Implement Skill-Building Opportunities in Digital Literacy:** Develop learning opportunities for families to build foundational digital skills

Investment: \$\$\$

Effort: ★★ ★

4. Leverage Worcester's distinct community assets to increase choices in learning options and academic support through partnerships with higher education and community organizations

With support from the community, we will:

- **Document Effective Programs and Monitor Barriers to Access:** Establish partnerships with local universities and/or research centers to document existing advanced learning opportunities (e.g., dual enrollment, STEM programs), identify barriers to access, and monitor program impacts as well as effects of improvements
- **Monitor Student Interest to Design Relevant Coursework:** Develop and maintain an information system that monitors student interest and course needs to inform future learning options as well as academic supports
- **Collaborate with Community Leaders for Comprehensive Student Supports:** Establish a body that includes representatives from youth-serving organizations to develop strategies for supporting students' needs beyond the school schedule (e.g., after school, summer, and vacations)
- **Offer Credit-Bearing Courses in Partnership with Colleges and Universities:** Partner with local colleges and universities to offer high school students access to additional credit-bearing course opportunities through dual enrollment
- **Identify District Liaison to Organize and Manage Community Partnerships:** Develop a comprehensive and coordinated approach to community partnerships that is managed and executed by district liaison
- **Develop an Enrichment Academy Supported by Learning Institutions in the Community:** Develop a public/private enrichment academy to support advanced learners, including after-school and summer opportunities for children in grades 7-12, that leverages Worcester's distinct community, STEM, and civic assets

Investment: \$\$

Effort: ★★



WELCOMING SCHOOLS



Welcoming Schools

Students sit at the center of a network of individuals vested in their success. Parents, educators, and community leaders know the value of developing the talent and skills of Worcester’s youth so that they can become thriving adults and strong community members capable of addressing the demands of the workforce. A whole-child approach ensures that education accounts for many of the challenges that extend beyond the schools but have an impact on students’ ability to learn. Research shows that an emphasis on social-emotional learning aids the development of the skills needed for advancing academically, building positive relationships, communicating effectively, and thriving in the face of adversity, thereby increasing the likelihood of success in college and career.³²

Schools that foster positive culture—and build partnerships between families and the community—create effective learning environments that can address whole-child learning needs. Leveraging citywide assets for student success, Worcester will foster positive school culture by increasing resources to address students’ social-emotional needs, raising awareness about trauma, and enhancing wraparound supports. As Worcester is a community rich in the ethnic and cultural diversity that characterizes our increasingly globalized world, each school will develop, as a part of its accountability plan, a program for ensuring cultural competence among the staff consistent with its student population. Worcester will also focus on enhancing communication efforts with families and the community to ensure that this work is coordinated and allows students, their families, and educators to feel confident, nurtured, and able to thrive in school.

WHAT WE HEARD

- Students and educators report that schools can be stressful environments. All stakeholders request additional resources to support social-emotional learning and problem-solving skills.
- A notable number of students and parents express a need for schools to provide warm and welcoming environments, as well as a need to identify and alter practices and policies that have a negative effect on school culture (e.g. limited family outreach, lack of recognition protocols for school visitors).
- All participants describe a need for increased sensitivity to cultural and individual differences, especially when communicating about life circumstances influencing school performance and adjustment.
- Parents need increased connections with educators through two-way communication and easier access to student information, such as grades.

MAKING IT COUNT FOR ALL STUDENTS

Our actions will drive improvement for all students and—most critically—change the course for our highest-need students. Currently:³³

17%

of Worcester Public Schools students are absent from school for 10% or more of the school year

13%

of students in a comparable urban district are absent from school for 10% or more of the school year

14%

of students in Massachusetts are absent from school for 10% or more of the school year



CURRENT RESOURCES & INITIATIVES

- Wraparound supports and trauma-focused initiatives (e.g., Worcester Healthy Environment and Resilience in Schools)
- Special Education Department parent trainings and Special Education Advisory Council
- Citywide Parent Planning Advisory Council (CPPAC)
- WIPLE (Worcester Involved in Parent Leadership Education) Trainings
- Chronic Absenteeism Task Force

BENCHMARKS FOR SUCCESS IN 2023

	CURRENT	2019	2021	2023
REDUCE CHRONIC ABSENTEEISM TO 14% FOR STUDENTS	17%	16%	15%	14%
INCREASE THE NUMBER OF SCHOOLS WITH AN ACTIVE SITE COUNCIL REPRESENTATIVE OF THE SCHOOL COMMUNITY BY 50%	N/A	10%	30%	50%
REDUCE NUMBER OF YOUTH DISCIPLINED FOR NON-DRUG, NON-VIOLENT, AND NON-CRIMINAL OFFENSES BY 30%	71%	61%	51%	41%
REDUCE PERCENTAGE OF STUDENTS SUSPENDED FOR NON-DRUG, NON-VIOLENT, AND NON-CRIMINAL OFFENSES BY ONE-THIRD	4.8%	4.48%	3.84%	3.2%

Tackling a National Challenge

Experts increasingly highlight the disproportionate application of disciplinary measures to students from different racial and ethnic backgrounds.³⁴ Addressing potential bias and resolving non-violent confrontations prior to the application of disciplinary measures for these subgroups offers an opportunity for WPS to substantially reduce overall disciplinary actions and address long-term inequitable outcomes. Worcester boasts a diverse student body and is cognizant that discipline must be appropriate and equitably implemented. As schools work to improve school climate and student engagement and reduce the overall need for disciplinary measures, the application of discipline in the African-American, Latino, and Special Education populations deserves special consideration. According to data reported by the Massachusetts Department of Elementary and Secondary Education:



More than 70% of Worcester’s disciplinary actions in the 2016-2017 school year were for non-drug, non-violent, and non-criminal offenses, exceeding state averages and most comparable urban districts.



Youth of color represented 80% of discipline actions for non-drug, non-violent, and non-criminal offenses, although they represent just 70% of the total population.



WELCOMING SCHOOLS



OBJECTIVES AND STRATEGIES

1. Prioritize development of systems that support a shared vision for social and emotional development across the district

- **Engage Working Group to Design and Implement Whole-Child Support System:** Convene district and building leaders to create a 3-year multi-tiered system of support (MTSS) implementation plan
- **Employ a System to Proactively Respond to Student Needs:** Develop an early warning system to identify students' needs, establish benchmarks for intervention, and provide personalized and proactive support for high-risk students
- **Monitor and Take Action to Improve Differences in Outcomes Among Student Groups:** Develop a district approach to monitor differences among groups in academic performance, absenteeism, and behavior referrals and take corrective actions if gaps between groups exceed a specific threshold (e.g., 25%)
- **Monitor Student Needs and Allocate Appropriate Supports:** Establish a consistent process for data conversations among educators and administrators to monitor student progress and determine necessary supports and interventions
- **Support Behavioral and Mental Health of Students and Educators:** Implement an internal comprehensive behavioral health program for all schools
- **Increase Availability of Wraparound Resources:** Develop a wraparound coordinator position in all buildings, beginning with secondary and Superintendent's Schools

Investment: \$\$

Effort: ★★

2. Implement comprehensive, district-wide approach to monitoring and measuring social and emotional growth and school climate

- **Measure Social-Emotional Learning and School Climate:** Employ validated measures of social-emotional development and school climate in each building
- **Develop District-wide Expectations for Social-Emotional Learning:** Articulate district goals for social-emotional competencies, to be achieved through school-based initiatives
- **Increase Staff Capacity to Address Trauma:** Provide training on trauma intervention and trauma-sensitive practices at each school
- **Scale Tested Trauma Supports to All Schools:** Pending results of the Worcester HEARS initiative, share best practices from the program framework at all schools (beginning with Superintendent's Schools) to monitor students' social-emotional growth

Investment: \$\$

Effort: ★★



3. Foster and monitor positive school climate through articulation of shared values/ goals and implementation of effective practices in schools

- **Develop District-wide Expectations for School Culture:** Articulate shared values and expectations for school climate in all public schools in Worcester and provide resources for schools to localize best practices
- **Incorporate Student Participation in School Improvements:** Provide opportunities for students to participate in age-appropriate decision making at the school level
- **Review Discipline Practices to Ensure Equitable Outcomes:** Implement system-wide review and training on school and classroom management practices to ensure that the use of exclusionary discipline is limited, appropriate, targeted, and equitably implemented
- **Reduce Suspension Rates Across the District:** Build upon best practices from WPS, community-based programs, and beyond to include instructional and environmental supports that offer alternative consequences to suspension for non-drug, non-weapon, and non-criminal behaviors

Investment: \$\$

Effort: ★★

4. Increase opportunities for family engagement and participation in decision making at the school level

- **Enhance and Increase Positive Parent Engagement Experiences:** Partner with community organizations to strengthen engagement with constituents and foster a welcoming, culturally sensitive environment in each school
- **Increase Parent Engagement in School-Level Decision Making:** Increase parent awareness and engagement in school planning and decision-making opportunities by providing training to participate in school leadership initiatives (e.g., site councils, parent-teacher organizations, and CPPAC)
- **Increase Collaboration Between Parents and Teachers:** Provide co-trainings for parents and teachers on how to collaborate effectively for student success and school improvement
- **Increase Understanding of the Impact of Operational Decisions on Student Experience:** Explore including an analyst, hired by CPPAC, to consider the impact of contract provisions on students
- **Increase Ease of Access to District Information:** Develop standardized communication protocols for families' ease of access including: regular updates to the district website, multilingual communications across all contact types (e.g., phone, email), a tool for sharing sensitive information, and annual updates to contact lists (to make sure families are receiving district communications)
- **Increase Ease of Access to Student Information:** Provide timely and secure access to student information and progress indicators for families and students
- **Develop a Bilingual Parent Advisory Council:** Establish a parent advisory group that represents the diverse language community of Worcester and can contribute to school-level decision making

Investment: \$\$

Effort: ★★★

Strategies in Action: *Systems for Support*

Worcester has an established reputation of providing critical supports to students with demonstrated need. As the district improves, the focus will shift to more proactively supporting all students. Early Warning Systems monitor student outcomes and flag areas of potential concern early on, so that course adjustments can be readily made and supports can be provided. Similarly, a multi-tiered system of support allocates resources such that all students receive high-quality basic interventions and more intensive supports are provided as needed. Worcester will prioritize the development of both systems and use data to ensure that more students remain on track throughout their academic careers by monitoring key indicators such as attendance, grades, test scores, and behavior.



INVESTING IN EDUCATORS



Investing in Educators

Educators are the life force of schools. In considering how to best support students, we must also reflect on support for educators, including classroom teachers, aides, specialists, and service providers. Worcester students have a variety of learning needs that require educators to apply new approaches, such as trauma-informed instruction and personalized learning. As educators and students cultivate relationships, it is beneficial to have a workforce with a variety of life experiences that can inspire and support students. The district will focus on recruiting a diverse, highly qualified teacher and administrative workforce, offering professional development in key instructional and support areas, and creating professional ladders and lattices to ensure career opportunities throughout an educator’s tenure.

WHAT WE HEARD

- Educators are seeking increased opportunities to collaborate within their grade levels or departments as well as with special educators and specialists.
- Educators need additional funding for classroom resources and learning materials.
- Educators want increased supports for the integration and use of technology.
- Educators need increased support, including staffing, to allow for personalized and differentiated instruction in the face of increasing class sizes.

CURRENT RESOURCES & INITIATIVES

- Student Centered Coaching Workshops
- First Year Teacher Induction Program
- Partnerships in teacher education with 11 colleges in surrounding areas
- Future District Administrators training program

MAKING IT COUNT FOR ALL SCHOOLS

Our actions will drive improvement for all students and—most critically—change the course for our highest-need students. Currently³⁵:

16%

of educators in Worcester identify as African American, Asian, Latino, Native American, or Multi-Race

70%

of students in Worcester identify as African American, Asian, Latino, Native American, or Multi-Race

48%

of educators in a comparable urban district identify as African American, Asian, Latino, Native American, or Multi-Race

BENCHMARKS FOR SUCCESS IN 2023

	2019	2021	2023
INCREASE DIVERSITY OF NEW HIRES TO 25%	8%	17%	25%



OBJECTIVES AND STRATEGIES

1. Review teacher recruitment and retention approach and implement strategies that will increase access to a highly qualified, diverse teacher workforce

- **Increase the Number of Highly Qualified Teacher Candidates:** Partner with local teacher preparation programs to provide career pathways for top educators to train and remain in Worcester
- **Recruit Educators Knowledgeable in Instruction in Urban Environments:** Identify and develop partnerships between the district and exemplary teacher preparation programs in urban education
- **Expand and Enhance Recruitment of Diverse Educator Candidates:** Review recruitment and retention processes to maximize the district's ability to attract diverse candidates from across the nation and partner with local organizations to increase the community's awareness of opportunities
- **Provide Supports to Increase New Teacher Retention:** Enhance and scale mentoring strategies to support and retain new teachers
- **Develop a Pipeline of Educators among WPS Students:** Strengthen existing educator development initiatives in the district using best practices from effective teacher training models
- **Attract Recent College Graduates to WPS:** Develop a teacher residency program that recruits talent to WPS and encourages students to pursue the teaching profession

Investment: \$\$

Effort: ★★

2. Provide pathways for educators to demonstrate mastery and advance in their professional development

- **Recognize Skill Acquisition with Formal Credentials:** Provide opportunities for educators to receive credentials for new skill sets or leverage expertise by becoming a building coach
- **Develop Career Advancement Opportunities for Top Educators:** Develop opportunities for educators to become teacher leaders, based on a consistent demonstration of efficacy in the classroom. Teacher leaders will receive recognition, participate in school and district decision making, and support their colleagues

Investment: \$\$

Effort: ★★

Strategies in Action: *Diversity in Education*

As Worcester becomes more diverse, it is critical to have an educator population that reflects the various life experiences of the community. Worcester will make a concerted effort to attract and retain educators and leaders from a variety of backgrounds by establishing partnerships with reputable programs in urban education. Worcester will rely on these settings to recruit candidates who are deeply knowledgeable about how to address and support the learning needs of students in urban settings. In addition, Worcester will initiate partnerships with multicultural institutions (e.g., historically Black Colleges/Universities and Hispanic Serving Institutions) to develop an educator workforce that reflects the student population. Furthermore, Worcester will employ evidence-based educator retention strategies to increase the longevity of new educators within the district. Efforts to increase diversity of the teacher workforce will launch for the 2019-2020 hiring period and continue beyond 2023.



3. Increase educator capacity to provide high-quality instruction and address student needs by offering diverse professional development opportunities and positive supports

- **Provide Training in High-Need Content Areas:** Provide district-level training opportunities in emerging content areas, including but not limited to social-emotional learning, trauma-sensitive practices, and cultural sensitivity
- **Ensure Peer Learning Opportunities District-wide:** Establish district expectations and opportunities for peer learning that can be implemented in schools
- **Encourage Existing Peer Sharing Initiatives in Schools:** Support and encourage the development of existing communities of practice for educators
- **Create Inclusive General Education Classrooms for English Language Learners:** Implement staff training in co-teaching models for general education classes with English language learners beginning with elementary educators
- **Provide Trainings for Special and General Educators:** Offer learning opportunities on updated assessments in special education as well as support for co-teaching implementation strategies
- **Review Positive Incentives for Educator Engagement:** Explore ways to support and re-energize educators to cultivate renewed enthusiasm and reduce non-health-related absences

Investment: \$\$

Effort: ★★

4. Prioritize and provide supports to develop digital competence and confidence among all educators and leaders in the district to ensure the effective use of technology for teaching, learning, and communication

- **Use Technology to Enhance Communication Options for Educators:** Ensure that technology resources for both internal and external communication are available and that all staff are trained in their use
- **Provide Professional Development on Available Technology:** Build the collective efficacy of teachers and leaders to utilize technology by developing a professional development plan based on current educator needs
- **Employ Instructional Coaches for Technology Integration:** Train instructional coaches in digital literacy at each school. Identify at least six educators with advanced technology and instruction skills to serve as master coaches who provide learning sessions for peers through a “train the trainer” model
- **Employ District Liaison in Digital Learning and Computer Science:** Identify and bring on board a district liaison to work with educators to create and monitor K-12 DLCS curriculum
- **Increase Training District-wide on Technology-Enhanced Classrooms:** Provide trainings on technical skills as well as strategies to maximize the impact of technology-integrated instruction
- **Provide Variety in Continued Learning Opportunities:** Offer self-paced and diverse professional learning for teachers

Investment: \$\$\$

Effort: ★★





TECHNOLOGY + OPERATIONS



Technology & Operations

The vision of Worcester as a national leader in urban education can only be realized through wide-scale improvements in teaching and learning supported by a sustainable infrastructure. Worcester must address challenges that deeply impact the learning experience in the district—such as access to technology inside and outside the school building, transportation options for after-school programming, and funding gaps. This will require coordination among district administrators, School Committee members, municipal leaders, and community members. Together, the community can develop collaborative interim solutions and advocate for the foundational issue of underfunding in the school district. By working together to improve our schools and strategizing to increase state funding, we will be well-equipped to develop an infrastructure that can support excellence in education.

WHAT WE HEARD³⁶

- There is a need for increased coordination among the School Committee, City Council, and district leadership to prioritize, support, and implement improvements for the schools.
- The current budget of the district is insufficient to effectively operate and educate all students because of a \$90 million gap between foundation formula calculations and actual spending.
- In 2017, unfunded budget needs totaled \$12.9 million, including resources such as textbooks, furniture, and instructional technology.
- Critical improvements to physical spaces, transportation, and programming can be better and more consistently addressed with additional financial supports.
- Educators and students expressed the need for enhanced wireless infrastructure and access to devices for teaching and learning.

MAKING IT COUNT FOR ALL SCHOOLS

Our actions will drive improvement for all students and—most critically—change the course for our highest-need students. Currently³⁷:

\$14,492

on average, is allocated per pupil within Worcester

\$15,545

on average, is allocated per pupil for students in Massachusetts

\$20,247

on average, is allocated per pupil within a comparable urban district

CURRENT RESOURCES & INITIATIVES³⁸

- Building replacement plan resulting in new South High Community School and anticipated Doherty High School
- Partnership with Massachusetts State Building Authority to replace windows and boilers
- Transportation of 12,000 students and current feasibility study to insource transportation within the district

BENCHMARKS FOR SUCCESS IN 2023

	CURRENT	2019	2021	2023
INCREASE PER-PUPIL EXPENDITURE BY 20%	0%	4%	12%	20%

OBJECTIVES AND STRATEGIES

1. Coordinate and align school administration, governance, and municipal processes to prioritize and support educational improvements for the success of all students

The community will:

- **Review and Improve Governance Operations for Efficiency:** Review governance procedures and identify strategies to enhance the district's efficiency and foster continuous improvement
- **Increase Opportunities for the Community to Engage in Policy Discussions:** Expand School Committee planning and strategy processes to engage the public in policy discussions
- **Develop Joint Committee for Improvement:** Establish standing joint committee (School Committee and City Council) to address district challenges and improvement needs

Investment: \$

Effort: ★★

2. Identify and establish support for fiscal strategies that enhance and scale improvements with demonstrated effectiveness

- **Review and Identify Strategies to Support District Priorities within Current Budget:** Engage in a targeted review of district operational and fiscal efficiency to identify strategies for addressing high-priority improvements within current budget
- **Launch Campaign for Increased State Funding for School District:** Establish committee and campaign to advocate for an increase in the foundation budget

Investment: \$\$

Effort: ★★

Strategies in Action: *Quarterly Policy Forums*

Worcester aims to increase the participation of a range of sectors and stakeholders in policy conversations that ultimately affect the functions and initiatives of schools. Building on existing opportunities for formal feedback through School Committee meetings, Worcester will use one meeting per quarter to engage in a rigorous briefing and dialogue around district policy and its ability to support the actions and improvements envisioned in this document for Worcester Public Schools. Through this discussion, Worcester aims to keep all stakeholders informed and coordinated on the strategic vision of the district and its successful implementation.



TECHNOLOGY + OPERATIONS



3. Establish a strategic communication and outreach approach that promotes district opportunities and establishes Worcester as a leader in urban education

- **Develop and Maintain Resources that Attract New Families to WPS:** Strengthen public presence (including web presence and social media) to promote opportunities in the school district
- **Enhance Community Awareness of WPS Offerings:** Create central information points for community members to learn about and support the district

Investment: \$\$

Effort: ★★ ★

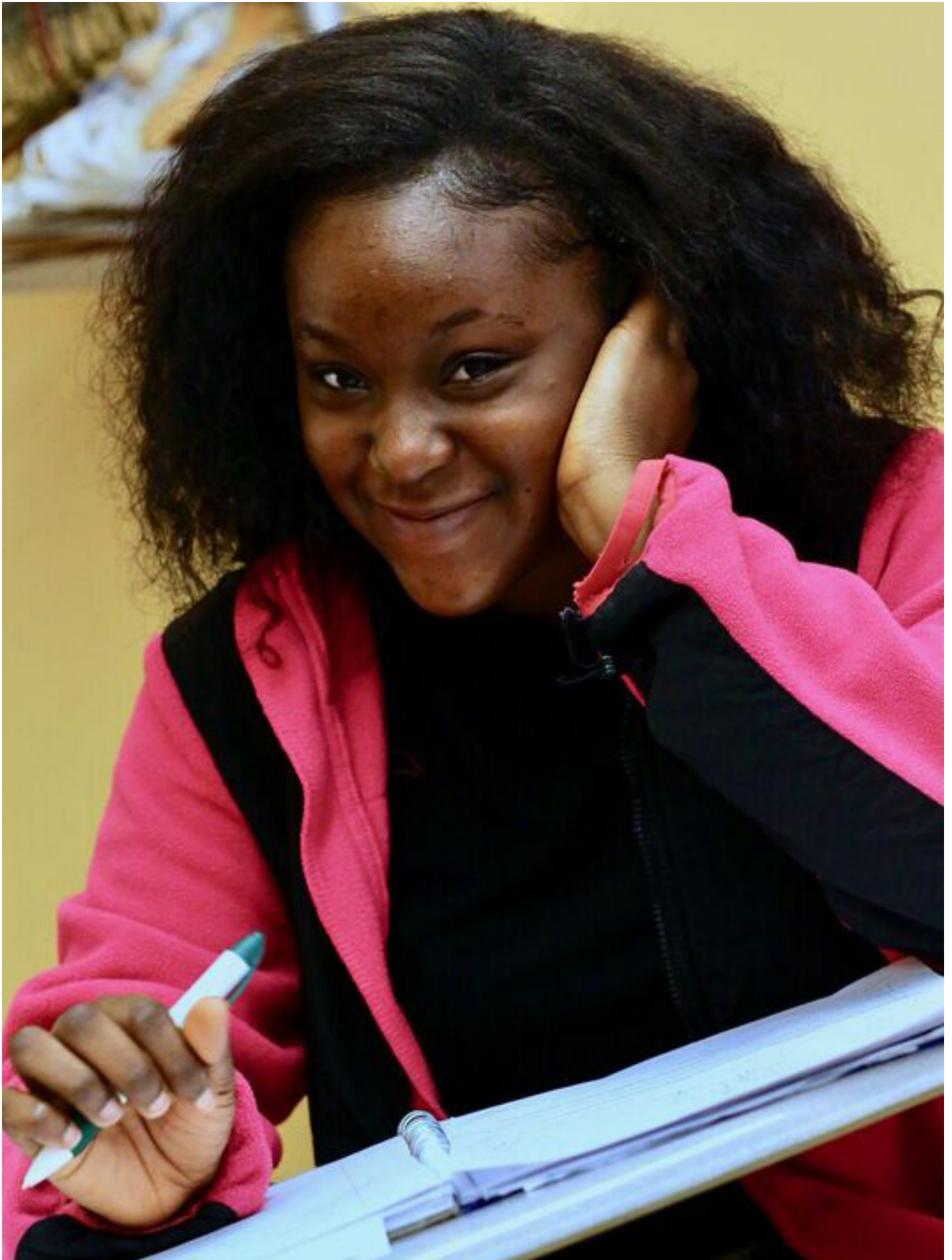
4. Establish the infrastructure necessary to support technology access and integration across the district

With support from the community we will:

- **Establish District Culture and Operations Around Technology:** Develop policies and procedures for technology access, use, and improvement that will facilitate district-wide implementation and sustainability
- **Engage an Advisory Body on Technology Rollout:** Establish a committee on technology, representative of all stakeholders, to oversee implementation and ensure alignment with community needs
- **Employ an Updated Information System:** Invest in the acquisition and support of a student information system
- **Improve Wireless Access in School Buildings:** Develop and maintain a robust wireless infrastructure to support a 1:1 device initiative throughout the district
- **Develop a Strategy to Increase Access to Technology in Classrooms:** Craft a district-wide strategy to ensure all educators have access to basic technology that effectively supports instruction
- **Increase Student Access to Devices in All Grades:** Provide access to devices to ensure that all students can use technology for personalized learning experiences
- **Establish Funding for Device Maintenance:** Develop funding mechanisms for the maintenance and replacement of technology at appropriate intervals
- **Address the Digital Divide Outside of School:** Work on solutions to improve after-school access to technology and the internet to support student learning

Investment: \$\$\$

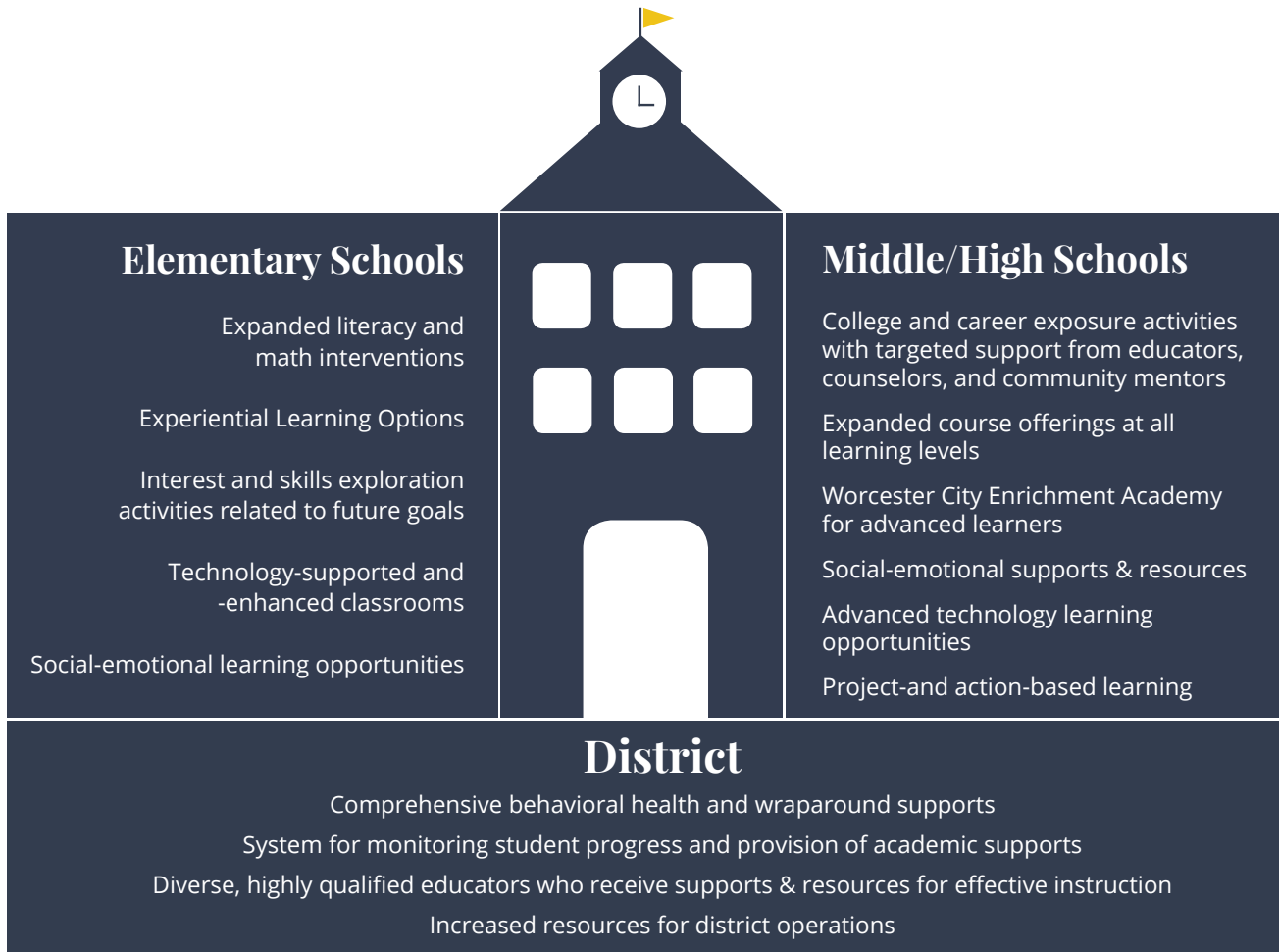
Effort: ★★





Conclusion

Defining our Path provides a broad and ambitious plan for assuring strong educational outcomes for all Worcester Public School students. Unlike most public school strategic plans, the genesis of this work was not with the School Department or the School Committee but rather with the community. While at times challenging, the work to bring together the multitude of sectors and interests making up our city highlighted a new way for all stakeholders to collaborate to address the pressing matters facing our schools and impacting our common life. Each participant learned a tremendous amount about the work of education in our district and the lived experience of administrators, teachers, students, and families. We believe that the cooperative approach that founded this plan remains key to its implementation; soliciting meaningful community engagement, calling on expert insight, and working with civic leaders and associations is integral to sustaining the forward momentum that will ensure the ongoing success of our schools and our children.



Worcester Public Schools in 2023

ALL STUDENTS WILL

1. Have access to high-quality learning experiences that leverage effective approaches;
2. Have access to rigorous and personalized learning supported by technology;
3. Gain a holistic set of skills and be supported by a network—inclusive of their families and the community—to realize their personal, academic, and professional goals;
4. Be supported by effective educators who demonstrate leadership and commitment to enhancing student learning and development; and
5. Learn in an efficient and fiscally sound district.

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SUPPORTING ORGANIZATIONS

Barr Foundation
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Appendix A^D

Worcester: Where We Are and Our Comparisons³⁹

	Worcester	Highest-Performing Comparison District	Median Performance of Comparison Districts ^E	State
	Innovation			
Graduation Rate- 5yr	86.4%	90.3% ^F	78.9%	89.8%
Student Growth Percentile- ELA	50%	53% ^G	46%	50%
Student Growth Percentile- Math	49%	52% ^H	41%	50%
	Academic Excellence			
3rd Graders Meeting or Exceeding Expectations on MCAS - English Language Arts (%)	31%	49% ^I	32%	47%
3rd Graders Meeting or Exceeding Expectations on MCAS- Math (%)	29%	53% ^I	36%	49%
8 th Graders Meeting or Exceeding Expectations on MCAS- ELA (%)	33%	46% ^J	30.5%	49%
8 th Graders Meeting or Exceeding Expectations on MCAS-Math (%)	25%	46% ^K	31%	48%
Completion of College and Career Curriculum (MassCORE)	92.4%	100.0% ^L	71.2%	80.9%

^D All indicators and rates described within the appendix are sourced from the most current Massachusetts Department of Elementary and Secondary Education statewide reports and data sets available.

^E Comparison District Cohort: Boston, Brockton, Fall River, Fitchburg, Holyoke, Lawrence, Leominster, Lowell, Lynn, New Bedford, Revere, and Springfield Public Schools

^F 2016 Graduation Rate: Leominster Public Schools

^G 2017 Next Generation MCAS Achievement Results: Revere Public Schools

^H 2017 Next Generation MCAS Achievement Results: Lynn Public Schools

^I 2017 Next Generation MCAS Achievement Results-3rd Grade ELA: Revere Public Schools

2017 Next Generation MCAS Achievement Results-3rd Grade Math: Revere Public Schools

^J 2017 Next Generation MCAS Achievement Results-8th Grade ELA: Revere Public Schools

^K 2017 Next Generation MCAS Achievement Results-8th Grade Math: Leominster Public Schools

^L 2016-2017 MassCORE Completion Report All Students: Lawrence, Leominster, and Revere Public Schools

	Worcester	Highest-Performing Comparison District	Median Performance of Comparison Districts^M	State
	Positive Culture			
Dropout Rate (Grades 9-12)	2.2%	1.2% ^N	3.8%	1.8%
Students Disciplined for Non-Drug, Non-Violent, or Non-Criminal-Related Offenses (% of All Students Disciplined)	71.3%	9.5% ^O	69.5%	63.5%
Students Disciplined (% of Total Student Population)	8.4%	2.1 % ^P	7.7%	4.0%
Attendance Rate	94.1%	94.7% ^Q	92.9%	94.6%
Chronically Absent	16.9%	12.9% ^Q	23.3%	13.5%
	Educators			
Educator Proficient or Higher on Evaluation	97.4%	98.0% ^R	91.2%	95.7%
	Foundations for Improvement			
Per Pupil Spending Rate	\$14,492	\$20,247 ^S	\$14,473	\$15,545

^M Comparison District Cohort: Boston, Brockton, Fall River, Fitchburg, Holyoke, Lawrence, Leominster, Lowell, Lynn, New Bedford, Revere, and Springfield Public Schools

^N 2016-2017 Dropout Report (District) All Students: Lowell Public Schools

^O 2016-2017 Student Discipline Data Report- 18: Non-Drug, Non-Violent, or Non-Criminal-Related Offenses: Lawrence Public Schools

^P 2016-17 Student Discipline Data Report - All Offenses - All Students: Revere Public Schools

^Q 2016-2017 Student Attendance and Retention Report: Revere Public Schools

^R 2015-2016 Educator Evaluation Performance (District)- All Educators: Lowell Public Schools

^S 2016 Per Pupil Expenditures, All Funds: Boston Public Schools

Teacher Race and Ethnicity Comparison

	African American	Asian	Hispanic	White	Native American	Native Hawaiian, Pacific Islander	Multi-Race, Non-Hispanic
Worcester	4.05%	1.25%	9.17%	84.05%	0	0.22%	1.26%
Highest Comparison District	27.39%	5.09%	13.16%	52.42%	0.23%	0.10%	1.61%
State	3.76%	1.39%	3.90%	90.28%	0.08%	0.06%	0.52%

Appendix B⁴⁰

Benchmarks for Success in 2023

	Current	Year 1	Year 3	Year 5
SCHOOL IMPROVEMENT ^T				
Reduce number of schools performing at or below the 10th percentile statewide	10 schools	9 schools	7 schools	5 schools
Increase the number of schools demonstrating or maintaining an SGP in ELA higher than state median 50%	50%	50.33%	50.67%	51%
Increase the number of schools demonstrating or maintaining an SGP in Math to higher than state median 50%	49%	49.33%	49.67%	50%
100 % of top-performing schools maintain their performance levels on state-designated metrics	9 schools	9 schools (Minimum)	9 schools	9 schools
100% of building leaders participate in Principal Academy	n/a	25%	45%	100%
ACADEMIC EXCELLENCE				
Reduce proficiency gap to 75% in English Language Arts and Math	50%	58%	67%	75%
47% of 3rd Grade students will meet or exceed benchmarks on English Language Arts MCAS	31%	36%	41%	47%
49% of 3rd Grade students will meet or exceed benchmarks on Math MCAS	29%	36%	42%	49%
49 % of 8 th Grade students will meet or exceed benchmarks on English Language Arts MCAS	33%	38%	44%	49%
46 % of 8 th Grade students will meet or exceed benchmarks on Math MCAS	25%	32%	39%	46%
100% of 12 th graders enroll and pass a college or career success activity prior to graduation (e.g. AP, dual enrollment, internship)	n/a ^U	80%	90%	100%
100% of students can engage in a digital learning experience (e.g., course or skill building activity in K-5)	30%	53%	76%	100%
Welcoming Schools				
Reduce chronic absenteeism to 13.5% for students	16.9%	15.8%	14.6%	13.5%
Reduce number of youth disciplined for non-drug, non-violent, and non-criminal offenses by 30%	71%	61%	51%	41%

^T Benchmarks for strategies listed in the culture of innovation section are reflected here as school improvement. This allows a focus on a critical goal for Worcester, improvement of the schools and acknowledges the innovative practices infused throughout all sections.

^U N/A signifies that current data is not available as the metric or initiative is yet to be calculated or implemented

Reduce number of students suspended for non-drug, non-violent, and non-criminal offenses by one-third districtwide	4.8%	4.48%	3.84%	3.2%
Reduce number of students suspended for non-drug, non-violent, and non-criminal offenses by one-third in each subgroup	Shown Below			
<i>English Language Learners</i>	4.7%	4.4%	3.8%	3.1%
<i>Economically disadvantaged</i>	6.1%	5.7%	4.9%	4.1%
<i>Students w/ disabilities</i>	10.4%	9.7%	8.3%	7.0%
<i>High needs</i>	5.5%	5.1%	4.4%	3.7%
<i>American Indian or Alaska Native</i>	11.4%	10.6%	9.1%	7.6%
<i>Asian</i>	0.7%	0.7%	0.6%	0.5%
<i>African American/Black</i>	4.8%	4.5%	3.8%	3.2%
<i>Hispanic/Latino</i>	6.7%	6.3%	5.4%	4.5%
<i>Multi-race, Non-Hispanic/Latino</i>	6.6%	6.2%	5.3%	4.4%
<i>White</i>	3.1%	2.9%	2.5%	2.1%
100% of student engage in social and emotional support initiatives by graduation	n/a	33%	75%	100%
Reduce dropout rate to 1.8%	2.2%	2%	1.93%	1.8%
By 2023 all schools have a parent liaison trained in parent engagement best practices	20%	46%	72%	100%
Increase the number of schools with an active site council representative of the school community by 50%	0	10%	30%	50%
80% of families report using student information and communication vehicles	n/a	26%	52%	80%

EDUCATORS

100% of educators proficient or higher on evaluation	97.4%	97.6%	98.1%	98.5%
Increase diversity of new hires by 25%	n/a	8%	17%	25%
80% of district- and school- level professional development opportunities align with strategic plan training areas	n/a	27%	53%	80%
50% of educators earn continuing education credits in priority areas of strategic plan	n/a	17%	33%	50%
80% of educators report application of practices aligned with training area	n/a	27%	53%	80%
80% of all leadership and educators will report that they have proficiency in the ISTE standards	n/a	26%	52%	80%

OPERATIONS

100% of School Committee meetings are guided by a consent agenda supported by mayor and superintendent	n/a	33%	75%	100%
Increase participation of the community in existing governance meetings by 40%	n/a	13%	26%	40%
Increase per-pupil expenditure by 20%	n/a	4%	12%	20%
Increase the revenue from in-kind or financial contributions within the community by 20%	n/a	6%	13%	20%

INTERIM AND PROCESS BENCHMARKS

100% of students have a personalized learning plan	n/a	20%	50%	100%
100% of high schools provide course offerings meeting all requirements of MassCORE	n/a	33%	75%	100%
Increase available spaces for advanced learning initiatives by 25%	n/a	8.3%	16.6%	25%
Increase available internships by 25%	n/a	8.3%	16.6%	25%
Develop district-wide policy and procedures manual that outlines EWIS, school data teams, and MTSS ^v	n/a	100% (complete)		
100% of schools collect data using district school climate measures	n/a	25%	50%	100%
100% of schools collect data and report on social emotional learning	n/a	25%	50%	100%
75% of schools will use a multi-tiered system of support for both academic and behavior intervention	n/a	n/a (design year)	30%	75%
Implement system-wide review of and training program in classroom management practices for equitable behavioral outcomes launched	n/a	50%	100%	
80% of grade-level teams routinely use EWIS data to proactively identify students at risk	n/a	20%	40%	80%
Implement positive supports for teacher wellness and attendance in all schools	n/a	30	70	100%
Implement enhanced communication process and system implemented (website, contact protocols, identification of student system vendor)	n/a	50%	100%	
100% of students are educated in technology-enabled classrooms	20%	46%	72%	100%
Develop districtwide policy and procedures manual for technology use and operations	n/a	100%		
Quarterly policy discussions are held in the community and within School Committee	n/a	100%		
Establish a standing joint committee of city and school district leaders	n/a	100%		
Develop a funding campaign that engages community and policy leaders	n/a	100%		

^v EWIS- early warning indicator system; MTSS- multi-tiered system of support

Proposed Strategic Plan

5 Subsections	Refer to the Standing Committees of the School Committee
<u>Culture of Innovation</u>	Accountability and Student Achievement and Teaching, Learning and Student Supports
<u>Academic Excellence</u>	Accountability and Student Achievement and Teaching, Learning and Student Supports
<u>Welcoming Schools</u>	Accountability and Student Achievement and Teaching, Learning and Student Supports
<u>Investing in Education</u>	Accountability and Student Achievement and Governance and Employee Issues
<u>Technology Operations</u>	Accountability and Student Achievement and Finance and Operations

The Administration recommends the following budget transfer within the FY19 Budget:

From:

<u>Account</u>	<u>Account Name</u>	<u>Amount</u>
500-91120	Maintenance Service Salaries	\$70,000

To:

<u>Account</u>	<u>Account Name</u>	<u>Amount</u>
500-91116	Athletic Coaches Salaries	\$ 30,000
500122-92000	Athletic Supplies	\$ 40,000

For the purposes of expanding Middle School athletic programs in the 2018-19 school year.

The FY19 Budget for Maintenance Services Salaries reflects a (cost neutral) consolidation of positions creating a new position of Director of Environmental Management and Capital Projects for the WPS during FY18. This position is accomplished through vacancies in the Coordinator of Environmental Projects and a skilled trades position. The purpose of this new position is to continue the district's accomplishments around environmental management best practices; many of which are connected to building renovation or construction projects planned or ongoing within the district.

In addition, the district will require significant coordination and involvement in the new South High School, Doherty High School, and the next two planned projects – Burncoat High School and Worcester East Middle School. The creation of this position allows for proper oversight of these projects and maintains necessary oversight of custodial and maintenance services. These Director of Environmental Management and Capital Projects can focus solely on these important areas while the Director of Facilities can focus on building maintenances and cleanliness. Collectively, the structure provides for improved oversight and supervision at no added cost to the district. As a result, this structure provides for better service delivery to the schools. Actually, it is fully expected that the new management structure will yield additional savings and increased productivity within capital projects and operating expenses.

The creation of this combined position now allows allocated time for project management to be charged directly to the capital project budget accounts and not the general fund budget of the district. The Administration has worked out the process with the City finance staff and this will make \$70,000 available elsewhere in the budget.

The Administration recommends that the \$70,000 be allocated to expand middle school athletic programs within the district as recommended in the transfer item above. This would provide funding for coaching salaries for two teams per school for three seasons at five middle schools (UPCS and Claremont combined).

X. GENERAL BUSINESS
Administration
(June 7, 2018)

ITEM - gb #8-195
S.C. MEETING - 6-21-18

ITEM:

To approve a prior fiscal year payment in the amount of \$70.00 to JN Philips Auto Glass for repairs to a school bus.

PRIOR ACTION:

BACKUP:

The invoice dated February 13, 2017 for the repair of a windshield to a school bus appears to have been submitted in a timely manner to the Transportation Department. However, due to a change in the city contracted vendor for windshield replacements this invoice was not processed in error.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(June 7, 2018)

ITEM - gb #8-196
S.C. MEETING - 6-21-18

ITEM:

To approve a prior fiscal year payment in the amount of \$3,090.00 to Van Pool Transportation for McKinney-Vento Transportation in June 2017.

PRIOR ACTION:

BACKUP:

The invoice from Van Pool Transportation was for McKinney-Vento transportation of students from surrounding towns to several Central Massachusetts Collaborative programs occurred during June 2017, with an invoice date of June 28, 2017. The days of transportation services for these students during the month ranged from 1 day of transportation to 5 days of transportation. Once the district became aware of these invoices, the Administration has been working to ensure transportation was provided, that no prior payment was not processed, and Worcester was the proper district assignment of these students.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(June 7, 2018)

ITEM - gb #8-197
S.C. MEETING - 6-21-18

ITEM:

To approve a prior fiscal year payment in the amount of \$153,022.52 to Direct Energy for natural gas payments as explained in the backup to the item.

PRIOR ACTION:

BACKUP:

In December 2017, Direct Energy contacted the City of Worcester's Energy and Asset Management (EAM) Department requesting a resolution of an outstanding balance for natural gas supply for 26 invoices covering FY15 and FY16. The invoices were for accounts in Worcester Public Schools, DPW, WFD, and EAM managed buildings. The total amount owed by the city is \$52,980.48. The WPS total is \$153,022.52. The EAM Department and City Auditor have confirmed that these prior year payments are due to Direct Energy. The primary cause is that invoices from Direct Energy prior to June 2017 did not reflect previous balances or credits, they only reflected current charges. Direct Energy has since upgraded their billing system to include previous balances. Since this upgrade there have been no invoices not paid by the WPS or the City. See attached letter from the City's EAM Department to the City Manager.

Annex A (3 pages) contains a copy of a letter from the City of Worcester's Energy and Asset Management Department to the City Manager dated April 17, 2018.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

City of Worcester, Massachusetts
Department of Administration & Finance

Edward M. Augustus Jr.
City Manager

Thomas F. Zidelis
Chief Financial Officer



John Odell
Director
Division of City Energy and Asset Management

Memorandum

To: Edward M. Augustus, City Manager
From: John Odell, Energy & Asset Director
Cc: Thomas Zidelis, Chief Financial Officer
Date: April 17, 2018
Re: Finance Transfer – Unpaid Direct Energy Invoices

On behalf of the city's DPW, Fire, and EAM departments I formally request \$52,980.48 be transferred to cover unpaid Direct Energy gas supply invoices from FY2015 and FY2016.

On December 15, 2017 Direct Energy's David Griffith contacted my office requesting a resolution of an outstanding balance for natural gas supply for 26 invoices (2 of which were credits, not debits) covering FY15 and FY16. The invoices were for accounts in WPS, DPW, WFD, and EAM managed buildings. The total amount owed by the city is \$52,980.48. The WPS total is \$153,022.52.

After an extensive review, it has been determined that the invoices have indeed not been paid. The issue was systemic across several departments. The primary cause is that invoices from Direct Energy prior to June 2017 did not reflect previous balances or credits, they only reflected current charges. Therefore, if an invoice was missed there was no trigger to alert a processing clerk to the problem. In addition, our billing system, HERA, does not track invoices.

Because HERA does not track invoices, it is up to the clerk responsible for each Department's invoice processing to track what invoices were paid and what was not. As mentioned previously, because most invoices received by the city include previous balances, the impetus to separately track all invoices received by each Department (a significant undertaking) was not strong and therefore not done in this case.

The issue has now been addressed in three ways:



1. Direct Energy has upgraded their billing system to include previous balances. Since this upgrade there have been no invoices not paid by the WPS or the City.
2. Clerks in all divisions and departments are now aware that if they see an invoice that does not indicate prior balances that they should start a tracking spreadsheet to make sure that all invoices for this vendor are accounted for and paid.
3. The Finance department is reviewing adding an option to HERA to allow for invoices to be entered into the system as they are being processed.

If you have any additional questions regarding this issue, please let me know.

Thank you for your time and consideration.

Invoice# or Check#	Amount	confirmed not paid per lookup OCR list of school paid invoices 2015-2017	Date	Text	DPT	Facility
H15204228	229.29	229.29	08/04/15	20150702 20150801 2745-282-0023-X000322	WPS	Worcester Technical Bldg A - D
H15137929	852.93	852.93	07/03/15	20150602 20150701 2745-282-0023-X000322	WPS	Worcester Technical Bldg A - D
H15025090	23,777.79	23,777.79	05/12/15	20150202 20150228 2745-282-0023-X000322	WPS	Worcester Technical Bldg A - D
H15025091	26,053.27	26,053.27	05/12/15	20150301 20150401 2745-282-0023-X000322	WPS	Worcester Technical Bldg A - D
H15073065	2,331.37	2,331.37	06/03/15	20150501 20150601 2745-282-0023-X000322	WPS	Worcester Technical Bldg A - D
H15016326	(39,522.44)	-39,522.44	05/12/15	20150202 20150228 2745-282-0023-X000322	WPS	Worcester Technical Bldg A - D
H15022080	5,098.38	5,098.38	05/11/15	20150402 20150430 2745-282-0023-X000322	WPS	Worcester Technical Bldg A - D
H16228466	415.86	415.86	11/02/16	20160929 20161031 2745-273-0032-9232333	WPS	Worcester Technical
H15941270	3,546.60	3,546.60	04/02/15	20150228 20150331 2745-273-0032-9232333	WPS	Worcester Technical
H15040853	1,126.31	1,126.31	05/20/15	20150416 20150515 1021-937-0011-X000765	WPS	Tatnuck Elementary School
H15244696	(147.67)	-147.67	08/21/15	20150618 20150717 1021-937-0011-X000765	WPS	Tatnuck Elementary School
H15989729	4,595.88	4,595.88	04/24/15	20150218 20150415 1021-937-0011-X000765	WPS	Tatnuck Elementary School
H15981901	(11,100.18)	-11,100.18	04/24/15	20150218 20150318 1021-937-0011-X000765	WPS	Tatnuck Elementary School
H15434502	124.25	124.25	11/16/15	20151010 20151110 1641-137-0014-x000017	WPS	Chandler Elementary School
H15932296	2,204.76	2,204.76	03/30/15	20141212 20150114 1641-137-0014-x000017	WPS	Chandler Elementary School
H15932298	7,137.20	7,137.20	03/30/15	20141212 20150109 1618-937-0014-X000116	WPS	Flagg Street School
H17665666	1,122.07	1,122.07	05/10/17	20170408 20170505 1618-937-0014-X000116	WPS	Flagg Street School
H14433586	20.16		07/22/14	1027-436-0014-5550618 0613 0714 22 SL0118421	WPS	Univ Park Campus School
H15932297	7,582.92	7,582.92	03/30/15	20141210 20150112 1618-963-0011-9443579	WPS	Gates Lane School
H15959527	4,700.36	4,700.36	04/13/15	20150312 20150409 1618-963-0011-9443579	WPS	Gates Lane School
H15959540	4,209.73	4,209.73	04/13/15	20150312 20150408 1019-748-0022-D000536	WPS	Greendale School
H15959538	2,158.95	2,158.95	04/13/15	20150311 20150408 2792-248-0010-9639316	WPS	Lakeview School
H15932302	3,121.03	3,121.03	03/30/15	20141210 20150112 2792-248-0010-9639316	WPS	Lakeview School
H15959529	11,356.02	11,356.02	04/13/15	20150312 20150409 1645-451-0013-9139033	WPS	Burcoat Middle School
H15930137	6,427.36	6,427.36	03/27/15	20150221 20150325 1034-327-0038-X000437	WPS	Quinsigamond School
H15942941	6,972.93	6,972.93	04/03/15	20150303 20150401 2842-702-0012-X000490	WPS	North High
H15930138	7,212.43	7,212.43	03/27/15	20150221 20150325 1047-508-0015-9744021	WPS	South High
RESIDUAL CLEARNG	1,256.48		02/07/18	Balance Forward credit adjustment	WPS	South High
H16228467	243.29	243.29	11/02/16	20160929 20161031 1641-139-0012-9851303	WPS	Beimont Street School
H15941267	4,901.22	4,901.22	04/02/15	20150226 20150331 1641-139-0012-9851303	WPS	Beimont Street School
H15942943	17,643.08	17,643.08	04/03/15	20150301 20150401 1024-123-0019-9639334	WPS	Burcoat Sr. High School
H15924517	235.41	235.41	03/25/15	20140913 20141016 2791-925-0012-9839983	WPS	Midland Street School
H15924516	874.43	874.43	03/25/15	20140416 20140516 2791-925-0012-9839983	WPS	Midland Street School
H15924515	958.39	958.39	03/25/15	20140318 20140415 2791-925-0012-9839983	WPS	Midland Street School
H15945860	1,539.19	1,539.19	04/06/15	20141017 20141117 2791-925-0012-9839983	WPS	Midland Street School
H15924518	3,503.49	3,503.49	03/25/15	20150218 20150317 2791-925-0012-9839983	WPS	Midland Street School
H15959539	1,768.21	1,768.21	04/13/15	20150312 20150409 2819-092-0018-X000630	WPS	Wawucos Road Elementary
H15924523	6,092.59	6,092.59	03/25/15	20150218 20150323 2827-167-0011-X000632	WPS	May St Elementary
000827011	(91.41)		10/11/16	Pmt On Acct: 10/3/2016 Ck#826425	WPS	Clark St Elementary
H15932291	209.14	209.14	03/30/15	20141212 20150114 1039-614-0013-9930190	WPS	Thomdyke Rd Elementary
000827011	(43.93)		10/11/16	Pmt On Acct: 10/3/2016 Ck#826425	WPS	Thomdyke Rd Elementary
H15914751	929.06	929.06	03/20/15	20150214 20150318 1056-911-0017-6390161	WPS	Foley Stadium
H15942938	3,278.79	3,278.79	04/03/15	20150303 20150401 1052-322-0027-X000056	WPS	Grafton St. Bldg 2 (Elem Sch)
000827011	(152.72)		10/11/16	Pmt On Acct: 10/3/2016 Ck#826425	WPS	Worcester Art Magnet
H13892408	(2,435.48)		10/18/13	2880-056-0014-D000425 0814 0911 2975 SL0235264	WPS	Worcester Art Magnet
H13892407	(25.70)		10/18/13	2880-056-0014-D000425 0716 0813 31 SL0235264	WPS	Worcester Art Magnet
H15094813	96.29	96.29	06/12/15	20150509 20150610 1029-988-0012-F668961	WPS	Mill Swan School
H15959536	88.10	88.10	04/13/15	20150312 20150409 1029-988-0012-F668961	WPS	Mill Swan School
H15932301	51.29	51.29	03/30/15	20141210 20150112 1029-988-0012-F668961	WPS	Mill Swan School
H17665669	834.52	834.52	05/10/17	20170408 20170505 1020-499-0013-X000527	WPS	Nelson Place School
H15932294	7,095.89	7,095.89	03/30/15	20141212 20150108 1053-921-0038-9332884	WPS	Norrbach Elementary School
H17665667	1,418.11	1,418.11	05/10/17	20170408 20170505 1053-921-0038-9332884	WPS	Norrbach Elementary School
H17665668	665.76	665.76	05/10/17	20170408 20170505 1640-572-0018-9236818	WPS	McGrath Elementary School
H15383205	833.67	833.67	10/23/15	20150919 20151021 1011-426-0010-X000252	WPS	Chandler Magnet
H17665670	838.93	838.93	05/10/17	20170408 20170505 2836-997-0018-X000578	WPS	Burcoat Elementary
H15942940	3,616.34	3,616.34	04/03/15	20150303 20150401 1051-583-0015-X000140	WPS	Rice Square School
H15968187	613.55	613.55	04/15/15	20150314 20150410 1019-232-0033-P081851	WPS	H/S Taylor Building
H15100051	72.44	72.44	06/16/15	20150513 20150612 1019-232-0033-P081851	WPS	H/S Taylor Building
000827011	(131.10)		10/11/16	Pmt On Acct: 10/3/2016 Ck#826425	WPS	City View Elementary
H17422884	(3,984.07)	-3,984.07	01/31/17	20161022 20161121 1018-706-0040-9139041	WPS	Woodland Academy
H17422885	(10,522.32)	-10,522.32	01/31/17	20161122 20161220 1018-706-0040-9139041	WPS	Woodland Academy
H17422886	(12,595.77)	-12,595.77	01/31/17	20161221 20170123 1018-706-0040-9139041	WPS	Woodland Academy
H17425418	36,016.17	36,016.17	01/31/17	20160421 20170123 1018-706-0040-9139041	WPS	Woodland Academy
H16210923	(994.79)	-994.79	11/01/16	20160816 20160919 1018-706-0040-9139041	WPS	Woodland Academy
H16210919	(3,015.32)	-3,015.32	11/01/16	20160421 20160518 1018-706-0040-9139041	WPS	Woodland Academy
H16210920	(63.01)	-63.01	11/01/16	20160519 20160621 1018-706-0040-9139041	WPS	Woodland Academy
H16210921	(273.48)	-273.48	11/01/16	20160622 20160718 1018-706-0040-9139041	WPS	Woodland Academy
H16210922	(177.74)	-177.74	11/01/16	20160719 20160815 1018-706-0040-9139041	WPS	Woodland Academy
H15932293	5,618.44	5,618.44	03/30/15	20141212 20150114 2777-022-0013-9334684	WPS	Fanning School
000827011	(114.73)		10/11/16	Pmt On Acct: 10/3/2016 Ck#826425	WPS	Fanning School
RESIDUAL CLEARNG	1,620.44		01/23/18	Balance Forward credit adjustment	WPS	Millbury Street Head Start
H15942945	3,123.82	3,123.82	04/03/15	20150303 20150401 2771-674-0017-Z000663	WPS	Millbury Street Head Start
	153,022.52	Total WPS				

FY19 BUDGET ITEMS

Item Number	Subject	Response
<p><u>gb #7-148.1</u></p>	<p><u>500122-92000 Athletics Ordinary Maintenance</u> Mr. O'Connell made the following motion: Request that the Administration provide a report on the establishment of a revolving account for gate receipts in the FY19 Budget.</p>	<p>The district maintains a revolving fund for athletic gate receipts to support costs associated with the athletic budget. The anticipated revenue in FY19 is \$92,280</p>
<p><u>gb #7-380</u></p>	<p>Request that the Administration provide a detailed study at the conclusion of FY19 to include, but not be limited to: - the cost benefit of leasing used buses - the possible use of 15 passenger vans for transportation of students to athletic events</p>	<p>The district has entered into the lease of 10 midsize buses and 13 big buses for five years. The annual cost of the midsize bus lease is \$14,694 each and the annual cost for the big bus lease is \$16,248 each per year. The district continues to explore additional transportation options, including multifunction school activity buses, as part of the overall comprehensive review of transportation services for the 2020-21 school year.</p>
<p><u>gb #8-85</u></p>	<p>ITEM: Request that Superintendent Binienda, Director of School Safety Robert Pezzella and Chief of Police Steven Sargent provide an update on the implementation of the ALICE program on March 1, 2018. MOTION: Request that the Administration provide a priority list of safety equipment needed to be considered for the FY19 Budget.</p>	<p>The following school safety items are being prioritized for FY19: 1.) additional security cameras for school buildings 2.) maintenance and repair of existing security apparatus in schools 3.) additional Walkie-Talkies for ALICE related purposes 4.) curricular materials, programmatic items and equipment for Substance Use Diversion Program 5.) additional resources for 'Go Buckets' that are in every classroom in the school system</p>
<p><u>gb #8-117</u></p>	<p>To consider an increase in the Table of Organization for School Adjustment Councilors.</p>	<p>The Administration has identified a recommendation of an additional 5 School Adjustment Counselors and/or Wrap Around Coordinators be added in FY19 if the Senate version of the state budget is adopted for Chapter 70 state aid.</p>
<p><u>gb #8-142</u></p>	<p>To explore the feasibility of reinstating parent liaisons in each of the schools.</p>	<p>The FY19 budget does not include an increase in parent liaison positions. The full funding of the foundation budget would be necessary to consider adding liaisons in each of the schools. (Estimated cost \$2.5 million)</p>

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 4/27/18

Requesting School/ Office: North High School

Proposed Course Name: Business Technology Seminar

Required Prerequisite Course/s:

Proposed Course Level					Proposed Course Credit					G.P.A.		Honor Roll	
(check all that apply)					(check all that apply)					Yes	No	Yes	No
A.P.		Honors	X	College	1.0	X	.5		.25		X		

Proposed Course Department	Select one		Is proposed course a Career/Vocational Technical Course			
	Core Course	Core Elective	Yes	No	(if yes check one)	
Business Technology	X		X		Chapter 74	Non-Chapter 74
					X	

Proposed Course Description: In this capstone course, students learn about Entrepreneurship, Social Media, and Website Design. Students will utilize skills acquired in their Freshman, Sophomore, and Junior Chapter 74 courses to apply their knowledge to the creation of business plans to start their own businesses. As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.

Essential question/s for the course:

How do you go about starting your own business?

Standards addressed in the course:

Business Technology Strand 2, Frameworks 2.C. and 2.G, including all standards under these frameworks.

MassCore is a rigorous and comprehensive course study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage opportunities for “hands-on” application and exploration of new areas of knowledge and experiences.

How does this course support the readiness of students for college and career?

This is a Chapter 74 course which is aligned with the frameworks established by the DOE to support career and college readiness in the area of Business Technology.

Please Note:
All New Course Requests must come through the school principal.

For Office Use Only	
Approved Date:	_____
S.C. Item Number:	_____
Assigned Course Number:	_____
Dept. Code:	_____
Subject Area Code Number:	_____
Subject Area Course:	_____
Zip Code Number:	_____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 4/27/18 Requesting School/ Office: North High School

Proposed Course Name: Database Administration Required Prerequisite Course/s: (THIS COURSE- SR YR)

Proposed Course Level					Proposed Course Credit					G.P.A.		Honor Roll	
(check all that apply)					(check all that apply)					Yes	No	Yes	No
A.P.		Honors	X	College	1.0		.5	X	.25				

Proposed Course Department	Select one		Is proposed course a Career/Vocational Technical Course			
	Core Course	Core Elective	Yes	No	(if yes check one)	
					Chapter 74	Non-Chapter 74
Business Technology	X		X		X	

Proposed Course Description: In the course, students will learn essential and advanced skills including the creation, editing, and formatting of databases and utilizing advanced database management features such as specifying criteria, sorting and filtering data, performing calculations, and creating queries and reports. Students will prepare for MOS Certification in Access, and have the opportunity to test for certification during this course. As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.

Essential question/s for the course:
 How do we use database information to communicate efficiently and effectively in our business communications?

Standards addressed in the course:
 Business Technology Strand 2, Framework 2.H, including all standards under this framework.

MassCore is a rigorous and comprehensive course study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage opportunities for “hands-on” application and exploration of new areas of knowledge and experiences.

How does this course support the readiness of students for college and career?
 This is a Chapter 74 course which is aligned with the frameworks established by the DOE to support career and college readiness in the area of Business Technology.

Please Note:
 All New Course Requests must come through the school principal.

For Office Use Only	
Approved Date:	_____
S.C. Item Number:	_____
Assigned Course Number:	_____
Dept. Code:	_____
Subject Area Code Number:	_____
Subject Area Course:	_____
Zip Code Number:	_____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 4/27/18 Requesting School/ Office: North High School

Proposed Course Name: Spreadsheet Development Required Prerequisite Course/s: _____

Proposed Course Level					Proposed Course Credit					G.P.A.		Honor Roll	
(check all that apply)					(check all that apply)					Yes	No	Yes	No
A.P.		Honors	X	College	1.0	X	.5		.25		X		

Proposed Course Department	Select one		Is proposed course a Career/Vocational Technical Course			
	Core Course	Core Elective	Yes	No	(if yes check one)	
Business Technology	X		X		Chapter 74	Non-Chapter 74
					X	

Proposed Course Description: In the course, students will learn essential and advanced skills including the creation, editing, and formatting of spreadsheets, inserting elements into a spreadsheet, and utilizing advanced spreadsheet features such as filters, simple and complex formulas, naming ranges, functions, automation, and integration. Students will prepare for MOS Certification in Excel, and have the opportunity to test for certification during this course. As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.

Essential question/s for the course:

How do we use spreadsheets to communicate efficiently and effectively in our business communications?

Standards addressed in the course:

Business Technology Strand 2, Framework 2.I, including all standards under this framework.

MassCore is a rigorous and comprehensive course study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage opportunities for “hands-on” application and exploration of new areas of knowledge and experiences.

How does this course support the readiness of students for college and career?

This is a Chapter 74 course which is aligned with the frameworks established by the DOE to support career and college readiness in the area of Business Technology.

Please Note:
All New Course Requests must come through the school principal.

For Office Use Only	
Approved Date:	_____
S.C. Item Number:	_____
Assigned Course Number:	_____
Dept. Code:	_____
Subject Area Code Number:	_____
Subject Area Course:	_____
Zip Code Number:	_____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 6/13/18 Requesting School/ Office: Burncoat High

Proposed Course Name: Technical Theater and Design Required Prerequisite Course/s: N/A

Proposed Course Level					Proposed Course Credit					G.P.A.		Honor Roll	
(check all that apply)					(check all that apply)					Yes	No	Yes	No
A.P.		Honors	x	College	1.0		.5	x	.25		x		x
Proposed Course Department				Select one		Is proposed course a Career/Vocational Technical Course							
				Core Course	Core Elective	Yes	No	(if yes check one)					
Theater					x		x			Chapter 74		Non-Chapter 74	

Proposed Course Description: In the course, students will develop and build specific artistic skills within the technical theater. Students will learn hands on how to design for live theatre. Students will be exposed to the basics of all areas and then be allowed to specialize in a focus area of their choosing: costume/makeup/hair design, lighting design, stage management, sound/special effects design, scenic design/artistry. As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.

Essential question/s for the course:

1. What is the role of a theater technician?
2. What are the technical aspects of theater?
3. What does it mean to be a responsible theater technician?
4. How can theater technology enhance the aesthetic responses of observers of dramatic productions?
5. What career opportunities are available for theater technicians?
6. How can changes in theater technology affect aspects of theater productions?

Standards addressed in the course:

- 4.11 Participate as a member of a technical crew or a management team for a study in mainstage production
- 4.12 Conduct research to inform the design of sets, costumes, sound, and lighting for a dramatic production.
For example, students select a play from a particular historical period, genre, or style and conduct research using reference materials such as books, periodicals, museum collections, and the Internet to find appropriate examples of hairstyles, furnishing, decorative accessories, and clothing
- 4.13 Demonstrate an understanding of the interrelationship between the technical aspects of production and the on-stage performers
- 4.14 Apply technical knowledge of safety procedures and practices in the theatre environment

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

4.17 Apply technical knowledge of safety procedures and practices in the use of theater equipment, tools, and raw materials understanding of the interrelationship between the technical aspects of production and the on-stage performers

MassCore is a rigorous and comprehensive course study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage opportunities for “hands-on” application and exploration of new areas of knowledge and experiences.

How does this course support the readiness of students for college and career?

Technical Theater and Design will provide an opportunity for Burncoat High School to teach the state's technical theater curriculum allowing our students to be well versed in all aspects of Theater Arts. The basic knowledge of technical elements that the students will have as a result of this course will allow them to work professionally in the theater community as well as be well-rounded theater practitioners for a college program.

Please Note:
All New Course Requests
must come through the
school principal.

For Office Use Only	
Approved Date:	_____
S.C. Item Number:	_____
Assigned Course Number:	_____
Dept. Code:	_____
Subject Area Code Number:	_____
Subject Area Course:	_____
Zip Code Number:	_____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 6/13/18 Requesting School/ Office: New Citizens Center Secondary & Young Adult

Proposed Course Name: Introduction to Life Sciences Required Prerequisite Course/s: N/A

Proposed Course Level					Proposed Course Credit					G.P.A.		Honor Roll	
(check all that apply)					(check all that apply)					Yes	No	Yes	No
A.P.		Honors		College	X	1.0	X	.5		.25		X	

Proposed Course Department	Select one		Is proposed course a Career/Vocational Technical Course			
	Core Course	Core Elective	Yes	No	(if yes check one)	
Science	X		Yes	No	Chapter 74	Non-Chapter 74
				X		

Proposed Course Description: In the course, students will be introduced to the study of living things. They will study organisms such as microorganisms, plants, and animals. Students will study specific types of life such as zoology and botany. They will also explore topics such as genetics, anatomy, biotechnology, ecology and bioethics.

Essential question/s for the course:
What are living things and how do they operate?

Standards addressed in the course:
 LS1. From Molecules to Organisms: Structures and Processes
 LS2. Ecosystems: Interactions, Energy and Dynamics
 LS3. Heredity: Inheritance and Variation of Traits
 LS4. Biological Evolution: Unity and Diversity

MassCore is a rigorous and comprehensive course study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage opportunities for “hands-on” application and exploration of new areas of knowledge and experiences.

How does this course support the readiness of students for college and career?
 Students will gain an understanding of the life sciences which will broaden and deepen their scientific understanding.

Please Note:
 All New Course Requests must come through the school principal.

For Office Use Only	
Approved Date:	_____
S.C. Item Number:	_____
Assigned Course Number:	_____
Dept. Code:	_____
Subject Area Code Number:	_____
Subject Area Course:	_____
Zip Code Number:	_____