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

## AGENDA #7

The School Committee will hold a meeting:

on: Thursday, March 3, 2022  
at: 5:00 p.m. - Executive Session  
6:00 p.m. - Regular Session

virtually in: Esther Howland South Chamber, City Hall

### ORDER OF BUSINESS

I. CALL TO ORDER  
INVOCATION  
PLEDGE OF ALLEGIANCE  
NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #2-8 - Clerk  
(February 23, 2022)

To consider approval of the Minutes of the School Committee Meeting of Thursday, February 17, 2022.

**Recommendation of Administration**  
**Approve on a roll call**

IV. MOTION FOR RECONSIDERATION

qb #2-33 - Johnson  
(February 21, 2022)

To reconsider the following item:

To accept the Student, Teachers, and Officers Preventing (STOP) School Violence Grant Program in the amount of \$681,521 from the U.S. Department of Justice - Office of Justice Programs Bureau of Justice Assistance.

**Recommendation of Maker**  
**Prerogative of the School Committee.**

V. IMMEDIATE ACTION

gb #2-67 - Administration  
(February 22, 2022)

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

Stacia Zoghbi, Ex-Officio	Worcester Technical High School
Julianna Manxhari	Doherty Memorial High School
Nancy Tran	North High School

**Recommendation of Administration**  
**Discuss**

gb #2-29.1 - Administration  
(February 8, 2022)

To recognize Angelo LaRose, a junior at South High Community School, for being selected as the recipient of the "MIAA Student-Athlete of the Month Award" for December 2021.

**Recommendation of Administration**  
**Recognize virtually**

VI. REPORT OF THE SUPERINTENDENT - NONE

VII. COMMUNICATION AND PETITION

c&p #2-5 - Clerk  
(February 23, 2022)

To consider a communication from the EAW to approve a donation of sick days to an Instructional Assistant at Worcester Technical High School.

**Recommendation of Administration**  
**Prerogative of the School Committee**

VIII. REPORTS OF THE STANDING COMMITTEES

The Standing Committee on Governance and Employee Issues met virtually on Wednesday, February 2, 2022 at 4:30 p.m. in Room 410 of the Durkin Administration Building.

**The following motion was held from the School Committee Meeting on February 17, 2022 for discussion:**

School Committee Member Mailman made the following motion under gb #0-109:

Request that Rule 26 be amended to contain the following language:

**Rule 26.** On the Friday preceding a regular meeting, the agenda of the Committee will be assembled by the Clerk, in consultation with the Superintendent and the Vice Chair. The agenda will then be posted by the Clerk of the Worcester School Committee and will be officially posted by the City Clerk. **The vice-chair of the School Committee will have final authority over the posted agenda.**

**REPORTS OF THE STANDING COMMITTEES (continued)**

The Standing Committee on School and Student Performance met virtually on Tuesday, February 15, 2022 at 4:30 p.m. in Room 410 of the Durkin Administration Building.

**Recommendation of Administration**  
**Approve**

IX. PERSONNEL

2-14 The Superintendent has APPOINTED the persons named below to the position of Aide to the Physically Handicapped 10 Month, permanent at a salary of \$25.68 per hour, from Civil Service List #321-066, effective as follows:

Mettle, Ramcy	2/2/2022
Santiago, Gabriel	1/31/2022

2-15 The Superintendent has provisionally APPOINTED the persons named below to the position of Junior Custodian, permanent/fulltime at a salary of \$17.21 (minimum) to \$21.90 (maximum), per hour, effective as shown:

Neeland, Raymond	2/7/2022
Rojas, Ediberto	1/24/2022
Veras, Miguel	2/28/2022

2-16 The Superintendent has provisionally APPOINTED the person named below to the position of 52 week Word Processor, permanent/fulltime at a salary of \$19.40 (minimum) to \$23.99 per hour (maximum) effective as shown:

Berrios, Yesica	2/14/2022
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2-17 The Superintendent has APPROVED the RESIGNATIONS of the TEACHERS named below:

Frasier, Claire, Burncoat High School, Teacher, Special Education, Resigned, Moderate Special Needs/Inclusion, effective February 11, 2022

Gibbons, Jacqueline, Teacher, City View, Special Education, Moderate Special Needs/Inclusion, effective February 18, 2022

Williamson, Kelly, Roosevelt, Administration, Principal - 42 Week, Elementary, effective February 11, 2022

2-18 The Superintendent has APPROVED the RETIREMENTS of the persons named below:

Whitney, Margaret, Teacher, Systemwide, Special Education, Learning Disabilities, effective February 14, 2022

**Recommendation of Administration**  
**File Personnel items 2-14 through 2-18**

X. GENERAL BUSINESS

gb #2-18.3 - Administration/Novick/Clancey/Johnson/Kamara/Mailman  
(February 22, 2022)

Response of the Administration to the request to update the community on the Worcester Public Schools and COVID.

**Recommendation of Maker**

**Provide an update and hold for the next meeting.**

gb #2-65.1 - Administration/Mayor Petty/Clancey/Johnson/McCullough  
(February 22, 2022)

Response of the Administration to the request to consider amending EBCFA on Face Coverings as contained in the School Committee's Policy Manual.

**Recommendation of Maker**

**Approve the Face Coverings Policy as amended on a roll call.**

gb #2-68 - McCullough  
(February 14, 2022)

Request that the Administration provide an update on the Environmental Tech Program at Worcester Technical High School.

**Recommendation of Maker**

**Refer to the Administration.**

gb #2-69 - Administration  
(February 15, 2022)

To set a date to recognize David Shea for receiving the Athletic Director Award from the Massachusetts Secondary Schools Athletic Directors Association.

**Recommendation of Administration**

**Set the date for April 7, 2022.**

gb #2-70 - Administration  
(February 15, 2022)

To set a date to recognize Kitren Farrell a teacher at South High Community School for receiving the Dr. Lee Gurel Award for Excellence in Teaching Advanced Placement English and Bryce Maloney a student who achieved the highest ranking score on the AP English examination.

**Recommendation of Administration**

**Set the date for March 17, 2022.**

gb #2-71 - Administration  
(February 18, 2022)

To consider approval of the Job Description for an Assistant Coordinator of Building and Grounds for the Facilities Department.

**Recommendation of Administration**  
**Approve on a roll call.**

gb #2-72 - Administration  
(February 18, 2022)

To accept the Accelerating Literacy Learning with High-Quality Instructional Materials Grant (FC 719) in the amount of \$200,000 from the Massachusetts Department of Elementary and Secondary Education, effective February 17, 2022 through June 30, 2022.

**Recommendation of Administration**  
**Approve on a roll call.**

gb #2-73 - Novick  
(February 23, 2022)

Request administration update the Worcester School Committee on after school/additional learning time programs being funded through federal Elementary and Secondary Schools Emergency Relief funds, as required under the terms of the grant.

**Recommendation of Maker**  
**Refer to administration for a report at the March 17 meeting.**

gb #2-74 - Novick  
(February 23, 2022)

To consider an update on the municipal broadband committee.

**Recommendation of Maker**  
**Consider update**

gb #2-75 - Novick  
(February 23, 2022)

To consider a pilot municipal sidewalk clearing program in the interest of student and other pedestrian safety and to ensure winter student attendance.

**Recommendation of Maker**  
**Refer to the Joint Committee on Education and Finance and Operations.**

gb #2-76 - Novick  
(February 23, 2022)

Request the Superintendent direct Durham School Services to notify the Worcester Public Schools Transportation Department of the buses, routes, and trips not running or being covered by a different route by 6 am each school day morning and 1 pm each school day afternoon for both coverage and communication purposes.

**Recommendation of Maker**  
**Refer to the Superintendent.**

gb #2-77 - Kamara  
(February 23, 2022)

Request that the Administration provide a report regarding the way in which it handles student discrimination, harassment and racism.

**Recommendation of Maker**  
**Refer to the Administration.**

gb #2-78 - Kamara  
(February 23, 2022)

To consider developing a diversity, equity, inclusion and justice (DEIJ) statement to be posted on the website and on all job postings.

**Recommendation of Maker**  
**Refer to the Administration.**

gb #2-79 - Administration  
(February 23, 2022)

Request that the School Committee APPROVE the APPOINTMENT of the following provisional civil service employee as a School Nurse, effective as shown:

Rodriguez, Celena, Forest Grove Middle School, Bachelor's, Step 1, \$50,262.00, effective February 17, 2022. License Pending: School Nurse All Levels.

**Recommendation of Administration**  
**Approve on a roll call.**

gb #2-80 - Administration  
(February 23, 2022)

To accept the Early College Full School Impact Planning Grant (FC 466) in the amount of \$150,000 from the Massachusetts Department of Elementary and Secondary Education, effective January 10, 2022 through June 30, 2022.

**Recommendation of Administration**  
**Approve on a roll call.**

gb #2-81 - Administration  
(February 23, 2022)

To consider approval of the Job Description for a Registered Nurse position for the Nursing Department.

**Recommendation of Administration**  
**Approve on a roll call.**

EXECUTIVE SESSION

gb #2-82 Administration  
(February 23, 2022)

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #12/22-16.

To discuss strategy in preparation for contract negotiations with nonunion personnel and to conduct negotiations with nonunion personnel – Manager of Special Education and Intervention Services.

XI. ADJOURNMENT

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

III. APPROVAL OF RECORDS  
Clerk  
(February 23, 2022)

ITEM - aor #2-8  
S.C. MEETING - 3-3-22

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Thursday, February 17, 2022.

PRIOR ACTION:

BACKUP:

Annex A (26 pages) contains a copy of the Minutes of the School Committee Meeting of Thursday, February 17, 2022.

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RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.



1.

IN SCHOOL COMMITTEE  
Worcester, Massachusetts  
Thursday, February 17, 2022  
Agenda #6

The School Committee of the Worcester Public Schools met virtually in Open Session at 5:00 p.m. in the Esther Howland Chamber at City Hall on Thursday, February 17, 2022.

There were present at the Call to Order:

Ms. Clancey, Mr. Johnson, Ms. Kamara, Ms. Mailman, Ms. McCullough, Ms. Novick and Mayor Petty

### **EXECUTIVE SESSION**

It was moved to recess to Executive Session and Mayor Petty stated that the committee would reconvene in Open Session.

On a roll call of 7-0, it was moved to recess to Executive Session at 5:00 p.m. to discuss the following items:

gb #2-66 - Administration  
(February 9, 2022)

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #21/22-01.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Coronavirus/COVID-19- Requirement of Vaccination of Employees of the Worcester Public Schools and Related COVID-19 Vaccination Verification Policy - All Worcester Public Schools Bargaining Units – Educational Association of Worcester Units A & B (Educators/Administrators); Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers; Educational Association of Worcester, Instructional Assistants; Educational Association of Worcester, Parent Liaisons; Educational Association of Worcester, Tutors; Educational Association of Worcester, Therapy Assistants; NAGE R1-156, 52 Week Secretaries; NAGE R1-16, Cafeteria Workers; International Union of Public Employees, Plumbers & Steamfitters, Local – 125; International Union of Public Employees, Tradesmen, Local -135; Massachusetts Nurses Association, Worcester School Nurses; Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Educational Secretaries; Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Custodians; Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Unit D, Computer Technicians.

2.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Coronavirus/COVID-19-Related Health and Safety Issues, 2021/2022 School Year, All Worcester Public Schools Bargaining Units – Educational Association of Worcester Units A & B (Educators/Administrators); Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers; Educational Association of Worcester, Instructional Assistants; Educational Association of Worcester, Parent Liaisons; Educational Association of Worcester, Tutors; Educational Association of Worcester, Therapy Assistants; NAGE R1-156, 52 Week Secretaries; NAGE R1-16, Cafeteria Workers; International Union of Public Employees, Plumbers & Steamfitters, Local – 125; International Union of Public Employees, Tradesmen, Local -135; Massachusetts Nurses Association, Worcester School Nurses; Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Educational Secretaries; Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Custodians; Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Unit D, Computer Technicians.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Units A & B (Educators/Administrators).

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Instructional Assistants Unit.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations - Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Unit D, Computer Technicians.

The School Committee recessed from Executive Session at 6:15 p.m. and reconvened in Open Session at 6:20 p.m.

There were present at the second Call to Order:

Ms. Clancey, Mr. Johnson, Ms. Kamara, Ms. Mailman, Ms. McCullough, Ms. Novick and Mayor Petty

**STUDENT ADVISORY COMMITTEE AGENDA**

To conduct a bi-monthly meeting with the School Committee’s student representatives.

Stacia Zoghbi, Ex-Officio	Worcester Technical High School
Adalise Rivera Lugo	University Park Campus School
Rachel Oppong	Burncoat High School
Alisa St. Helene	Claremont Academy
Julianna Manxhari	Doherty Memorial High School
Nancy Tran	North High School
Shelley Duodu	South High Community School

### 3.

To following items were submitted for discussion:

- Request that the administration provide a report on the diversity, equity, and inclusion programs/initiatives in our schools.
- Request that the Administration include a student representative from the alternative school.
- Request that governance include a position description for student representatives in the school committee rules.
- Propose FY23 budget priorities.

Shelley Duodu spoke to the first item stating that many students have voiced their concerns regarding diversity, equity and inclusion (DEI) and would like the Administration to take on those initiatives.

Juliana Manxhari spoke to the second item stating that it is essential for have a student representative from the Worcester Alternative School.

Stacia Zoghbi spoke to the third item stating that the description for student representatives be included so that the next group of representatives will have a clear understanding of their role.

School Committee Member Novick requested that the language in the position description be forwarded to the Standing Committee on Governance and Employee Issues in order to determine its place in the School Committee Rules. She also requested that the final sentence, under Basic Description, read as follows:

“They are subject to the same privileges as other School Committee members and are to be held subject to the same rules except with the ability to vote, and unless permitted to do so by the School Committee to attend Executive Session.”

Stacia Zoghbi spoke to the last item stating that students are the ones who are impacted by the budget decisions. She proposed the following budget priorities:

- Mental health support including more school psychologists, safe spaces and training for staff and students
- Expansion of Career Technical Education and
- Availability of transportation for students within a two-mile radius of the school

Shelley Dudou added that diversity training be a priority during Budget.

Adalise Rivera Lugo stated that she would like to see students informed of the available mental health resources.

School Committee Member Clancey requested that student representatives be elected by vote of the school population for the Gerald Creamer Center and the Challenge and Reach Academy.

4.

School Committee Member Novick suggested that the student representatives hold their own budget hearing prior to the School Committee's one.

On a roll call of 7-0, the Student Advisory Committee Agenda was referred to the Standing Committee on Governance and Employee Issues.

### **SCHOOL COMMITTEE AGENDA**

Mayor Petty suspended the rules in order to allow comments from the following citizens regarding mask mandates, the approval of the STOP Grant and retro pay for Instructional Assistants:

C. Berg-Powers, J. Berg-Powers, I. Corazzini, A. Dancy, A. Frustaci, L. Joyal, M. Martin and N. Medina

### **MOTION FOR RECONSIDERATION**

gb #2-50 - Mayor Petty  
(February 7, 2022)

To reconsider the following motion:

Request that "the experience in central administration with an urban district" be moved from preferred to minimum qualifications.

On a roll call of 6-1 (nay Novick), the motion to reconsider was approved.

Mayor Petty stated that when the Job Description was first raised, it was agreed to expand the pool of candidates in order for everyone to be able to apply, including principals. He does not want the qualifications to be limited to only those who have worked in central administration.

School Committee Member Novick stated that she is concerned that by reconsidering the motion indicates that the School Committee is not committed to undergo a national search. She feels that if there are numerous internal candidates, it could prevent qualified outside candidates to apply.

Mayor Petty stated that the search is an open process by which anyone can apply.

Mayor Petty made the following motion:

Request that the wording "the experience in central administration with an urban district" be maintained under preferred qualifications rather than minimum qualifications in the Job Description.

On a roll call of 6-1 (nay Novick), the Job Description, as amended, was approved.

**EXECUTIVE SESSION**

Pursuant to action taken in Executive Session, it was moved to ratify the Memorandum of Agreement between the Worcester School Committee and the Massachusetts Laborers' District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers' International Union of North America, AFL-CIO, Unit D, Computer Technicians, for the contract duration of July 1, 2021 through June 30, 2022.

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

**IMMEDIATE ACTION**

gb #2-29.1 - Administration  
(February 8, 2022)

To recognize Angelo LaRose, a junior at South High Community School, for being selected as the recipient of the "MIAA Student-Athlete of the Month Award" for December 2021.

On a roll call of 7-0, the item was held for Thursday, March 3, 2022.

gb #2-51- Administration  
(February 9, 2022)

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

Stacia Zoghbi, Ex-Officio	Worcester Technical High School
Adalise Rivera Lugo	University Park Campus School
Rachel Oppong	Burncoat High School

**COMMUNICATION AND PETITION**

c&p #2-4 - Clerk  
(February 9, 2022)

To consider a communication from a citizen regarding the addition of elementary school librarians.

Jody Chapdelaine requested that school librarians be brought back into the WPS. She proposed the formulation of a ten-year plan which would include certified school librarians and volunteers in the thirty schools that do not have satellite librarians.

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

**GENERAL BUSINESS**

The following item was taken out of order:

gb #2-33 - Administration  
(February 8, 2022)

To accept the Student, Teachers, and Officers Preventing (STOP) School Violence Grant Program in the amount of \$681,521 from the U.S. Department of Justice - Office of Justice Programs Bureau of Justice Assistance.

Robert Pezzella stated that the 911 program was created using money from the safety budget and staff training was conducted in conjunction with the WPD (Worcester Police Department). A company was hired to provide software to selected individuals at the schools. In the event of an intruder entering the building, the software would provide direct access to the WPD via 911.

Steven Sargent, Chief of Police stated that his department does this training for businesses, synagogues, churches and many members of the community and this grant would help supplement the cost for the police and school departments.

School Committee Member McCullough stated that a lot of the questions were about the active shooter response training and how the phones would be paid for after the grant has expired.

Superintendent Binienda stated that the cost for the phones is estimated to be seven thousand dollars and would be paid for with Chapter 70 funding which is under Mr. Pezzella's budget. She also stated that SLOs (Student Liaison Officers) would be brought to the schools if there is an active shooter.

A Memorandum of Understanding with the Worcester Police Department is being drafted.

Vice-Chair Johnson requested that some of the funds used for police training could be used for anti-bullying programs. Greg Bares stated that would require approval from the federal program officer.

Vice-Chair Johnson noted that the reference to eight hundred gang members in Worcester had no connection with active school shooters.

School Committee Member Novick asked Mr. Bares if the grant had been amended and he said only to reflect that WPS no longer uses SROs (School Resource Officers). She voiced her concern that the reason for the Grant is because WPS no longer uses SROs. She stated that the City Manager's Task Force made it clear that having police officers in the schools did not make the schools safe. She referenced the DOJ (Department of Justice) website that states that this grant is intended to prevent violence, not to respond to violence. She believes that most of the funding from this grant is going to the Worcester Police Department SWAT (Special Weapons and Tactics) team and does not fall under the purview of the School Committee.

School Committee Member Novick made the following motions:

Request that the Administration include the cost of Smartphones for all Assistant principals in the FY23 Budget.

Request that the Administration provide a report on the 911 program to determine whether it exceed bid laws.

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

On a roll call of 4-3 (nays Kamara, Mailman and Novick), the item was approved.

The following items were taken together:

gb #2-18.2 – Administration/Novick/Clancey/Johnson/Kamara/Mailman  
(February 8, 2022)

Response of the Administration to the request to update the community on the Worcester Public Schools and COVID.

7.

Superintendent Binienda provided an update on the COVID cases for February 11-17:

Students	68 positive
Staff	19 positive
Test and Stay	62 positive students and 5 positive staff

74% of staff are vaccinated

19% of students are vaccinated (two shots)

16,983 students have received one shot

School Committee Member Mailman stated that she reviewed the data on the state website for the MIIS (Massachusetts Immunization Information System) which indicated that 5-11 year olds were 38.9% vaccinated and 12-15 year olds were 72% vaccinated. She requested that the Superintendent's weekly email update should also contain vaccine updates for students and staff.

School Committee Member Kamara requested that the update include graphs indicating the numbers by positive cases and vaccinations broken down by quadrants.

Hold for updates at the next meeting.

gb #2-62 - Clancey/Johnson/McCullough  
(February 9, 2022)

To consider following the DESE guidance regarding the mask policy and making them optional in schools starting February 28th.

School Committee Member Clancey stated the masks will stay in place until the Board of Health meets on March 7<sup>th</sup> and that the Board can extend the mandate even longer. She does not want to remove the masks, but simply make them optional.

School Committee Member Mailman made the following motion:

Request that items gb2-62 and gb2-65 be held for the meeting of March 3, 2022 before the Board of Health meeting on the 7<sup>th</sup> and have a report from Dr. Hirsch on the 3<sup>rd</sup>.

On a roll call of 3-4 (yeas Kamara, Mailman and Novick), the motion to hold was defeated.

School Committee Member Kamara believes there is not enough evidence for this decision to be made. She stated that spikes have been occurring after school vacations and that many students and staff are immunocompromised and many are still unvaccinated. She requested that the city and school district continue to push for more vaccinations.

School Committee Member McCullough stated that on February 7<sup>th</sup>, Dr. Hirsch and DESE (Department of Elementary and Secondary Education) made their recommendations to lift the mask mandate on February 28<sup>th</sup>. She suggested that the item be amended to state March 8<sup>th</sup> as the date following the Board of Health's meeting on March 7<sup>th</sup>.

Stacia Zogghi stated that some students feel the decision to remove the masks will introduce a sense of normalcy, but there are others who see the pandemic as a genuine threat to their physical and mental health. She feels that the decision could also lead to unnecessary peer pressure.

8.

School Committee Member Novick stated that the committee does not have the legal authority to make masks optional as of February 28<sup>th</sup>.

Mayor Petty stated that this decision will not be effective on February 28<sup>th</sup>, but will be when the Board of Health meets on March 7<sup>th</sup>. He has listened to the advice from Drs. Hirsch, Abraham and Ellis and the Worcester Public Health Department for two years and their recommendation is to take masks off February 28<sup>th</sup>.

School Committee Member Novick made the following motions:

Request that the Administration provide follow-ups with the families of students who currently only have one shot including via social media.

Request that the Administration instruct teachers not to allow students to take off their masks and take action when an adult or student is found to be bullying a student for wearing a mask.

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

School Committee Member Clancey agreed to amend the date on the item to coincide with the March 7<sup>th</sup> decision of the Worcester Health Department.

On a roll call of 5-2 (nays Mailman and Novick), the item was approved.

gb #2-65 - Mayor Petty/Clancey/Johnson/McCullough  
(February 10, 2022)

To consider amending EBCFA on Face Coverings as contained in the School Committee's Policy Manual.

School Committee Member Novick asked for clarification on what amendments to EBCFA are being proposed. She stated that MASC (Massachusetts Association of School Committees) amended the policy last week and requested the language be presented before deliberating.

School Committee Member Mailman requested that the policy be amended to include parameters on the wearing and removing of masks as situations change.

Mayor Petty stated that the amendments will be put forth and voted on at the March 3, 2022 School Committee meeting.

Mayor Petty made the following motion:

Request that the Administration amend policy EBCFA and provide the updated policy at the meeting of March 3, 2022.

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

### **APPROVAL OF RECORDS**

aor #2-7 - Clerk  
(February 8, 2022)

To consider approval of the Minutes of the School Committee Meeting of Thursday, February 3, 2022.

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



## **REPORT OF THE SUPERINTENDENT**

ROS #2-3 - Administration  
(February 2, 2022)

### WORCESTER PUBLIC SCHOOLS DYSLEXIA AND LANGUAGE BASED SERVICES

An overview of the work in the district through a four-year research study in partnership with MGH (Massachusetts General Hospital) was presented by the following attendees:

Kay Seale, Director of SPED (Special Education Department)  
Dr. Tiffany Hogan, Ph.D., Professor of communication sciences and disorders at MGH  
Rouzanna Komesidou, post-doctorate fellow, SAIL (Speech and Language Literacy Lab) and project manager  
Susan Gallagher, Learning Disabilities department head  
Erin Garvin, Learning Disabilities department head  
Deb Larkin, focused instructional coach for SPED and Wilson trainer  
Meghan Thomson, Speech and Language department head

Mrs. Seale stated that this study has provided opportunities for principals, teachers and specialists to participate in dyslexia screening and on-going professional development to implement research targeted intervention strategies. The WPS established LAB (Language Achievement and Beyond) programs at the elementary level at Norrback and the middle school level at Forest Grove. The district is currently working with Doherty to include LAB at the high school level. There are learning disability specialists who provide itinerant services at all schools within the district.

Dr. Hogan stated that the earlier that it is determined that a student has dyslexia or language-based difficulties associated with reading comprehension struggles, the better it is long term. She outlined the screening, intervention, implementation and follow-up processes.

Information was provided regarding the different programs, numbers of staff trained and training dates.

On a roll call of 7-0, the item was accepted and filed.

## **REPORTS OF THE STANDING COMMITTEES**

The Standing Committee on Governance and Employee Issues met virtually on Wednesday, February 2, 2022 at 4:30 p.m. in Room 410 of the Durkin Administration Building.

gb #0-28 - Mayor Petty/Miss Biancheria/Mrs. Clancey/Mr. Foley/Ms. McCullough/Mr. Monfredo/Ms. Novick (January 8, 2020)

To create an Ad Hoc Subcommittee of the Worcester School Committee to consider changes to the school committee rules, meetings and agendas to make the work of the School Committee and our meetings more effective and better aligned with the focus on the strategic direction of the district. These changes should reflect best practices and address the recommendations included in the Department of Elementary and Secondary Education's report from 2017.

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

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

(These items were considered together.)

Chair Clancey made the following motion:

Request that the following Rules of the School Committee be approved collectively:

1. The School Committee shall consist of the Mayor and six (6) members. All members are, by municipal charter, elected during odd year November municipal elections for a two-year term beginning each even-numbered January.
2. At all meetings of the Worcester School Committee, four (4) members shall constitute a quorum for the transaction of business.
3. The Mayor shall, by municipal charter, serve as the Chair of the School Committee. The Mayor shall have no power to veto, but **they** shall serve as a full voting member of the Committee.
4. The Chair shall call the School Committee to order at the time appointed for the meeting and shall preside and cause the records of the last regular meeting and subsequent special meetings to be presented or read, and if they are found correct, the School Committee shall declare them approved. The Chair shall have the power to open the session at the time the School Committee is to meet, by taking the Chair, and calling the members to order; to announce the business in the order in which it is to be acted upon; to recognize members entitled to the floor; to state and to put to vote all questions which are regularly moved and to announce the result of the vote; to enforce on all occasions the observance of order and decorum among the members; to decide all questions of order (subject to an appeal to the committee by any member who submits the question to the entire School Committee). The Chair cannot close debate unless by two-thirds (2/3) vote of the members of the School Committee present.
5. The Chair shall sign all diplomas awarded in all schools.
6. A Vice-Chair shall be chosen by Committee vote at the first meeting of the term for the full term. Each member shall name their selection for Vice-Chair.
7. The Vice-Chair shall, in the absence of the Chair, call to order and chair any meeting of the full committee, shall take the chair should the Mayor wish to address business before the Committee, and shall have further duties as delineated below.
8. No member of the School Committee, including the Chair, shall exercise authority outside of Committee meetings nor exercise any administrative responsibility with respect to the schools unless such authority has been specifically delegated to him/her by statute, by Committee rule, or is consistent with state statutes.
9. The School Committee by its vote or as individual members of the School Committee shall deal with any School Department employee through the Superintendent, its executive officer, who under the general direction of the Committee, is charged with the care and supervision of the public schools. Individual School Committee members may deal with School Department employees, without notice to the Superintendent, concerning day-to-day matters of a routine nature regarding the administration of the school system, as long as such dealings would not cause any disruption in the course of the performance of that employee's duties. In those situations where the definition of "routine" is in question, that issue may be resolved by the Superintendent.

10. No member of the School Committee shall vote on any question or serve on any committee where his/her private interest is immediately concerned or where a conflict of interest exists as defined by state statutes and/or judicial interpretation.
11. A meeting of the Committee may be called by the Chair, by the Vice Chair, or by any other three members of the Committee.
12. All meetings must be posted in accordance with the Open Meeting Law at least 48 hours in advance of the meeting. Worcester School Committee meetings are posted by the City Clerk.
13. Regular meetings of the Worcester School Committee will take place on the first and third Thursday of each month at 6 pm. In July and August, the Committee will meet solely on the third Thursday. In June, both meetings will begin at 4 pm for budget deliberation.
14. The seats of the members, with the exception of the Chair, should be numbered and determined by lottery and may not be changed unless by permission of the Chair. As a matter of protocol, the Chair while presiding at regular School Committee meetings shall be seated between and flanked by the Superintendent and the Clerk of the School Committee.
15. The Chair shall observe the following procedures in conducting the meetings:
  - a. recognizing members in order of request to be heard
  - b. acting upon the motion on the floor before other motions are entertained
  - c. discouraging argumentative and repetitive discussion
  - d. relinquishing the Chair when desiring to engage in discussion or debate of the agenda itemWhen a question is under debate the Chair shall receive no motion but:
  - e. to refer
  - f. to hold to a certain day/indefinitely
  - g. to allow debate to continue on a motion
  - h. to hold
  - i. to amend
  - j. to move the question
  - k. to file
  - l. to adjourn
16. Every member, when about to speak, shall respectfully address the Chair, and wait until they are recognized, shall confine themselves to the question under debate, and shall avoid personalities.
17. No member speaking shall be interrupted by another, but by calling for a point of order or explanation.
18. Any member present must vote either "Yea", "Nay," or abstain from voting.
19. Motions requiring a two-thirds (2/3) vote and a roll call of the members of the Committee present shall be as follows:
  - a. To amend, repeal, rescind or annul any part of the By-Laws or Rules of Order (These also require previous notice.)
  - b. To suspend the Rules
  - c. To move the question
  - d. To rescind previous vote
  - e. To limit or extend one's limit of debate

20. Any action voted by the School Committee shall be effective 48 hours after said vote.
21. No action of the School Committee shall be reconsidered unless the motion to reconsider is made within forty-eight (48) hours of the date the vote to be reconsidered was taken, excluding legal holidays, Saturdays, and Sundays, with the Clerk of the School Committee. Any member may move or file for reconsideration. The motion for reconsideration can be made during the meeting at which the action to be reconsidered was taken provided that the motion to reconsider is approved by two-thirds of the members of the School Committee who are present. The reason for filing for reconsideration must be included as part of the backup with the caveat that the entire item would be open for discussion. An item to be reconsidered shall be the first item on the agenda for action at the next regular meeting. The motion cannot be postponed, amended or referred to Committee. Items to be reconsidered or held concerning personnel or organizational patterns shall be reconsidered or acted upon within two (2) weeks of the date of the vote to be reconsidered or held was to be taken. No more than one (1) motion for reconsideration of any vote shall be entertained.
22. All School Committee meetings shall terminate no later than midnight. Items that are still pending action at that time shall be carried forward as the first order under General Business at the next regular or special School Committee meeting.
23. When an item is filed by a member of the School Committee and that item is to be referred either to a Standing Committee, Special/Ad-Hoc Committee or the School Administration, debate will be limited to opposition, amendment, clarification or supplementation of a motion except for the member who filed the item who, in addition to the debate, may also introduce the item.
25. Agenda items filed by School Committee members shall be under the purview of the Committee, focus on the business of the Committee, and should be concise and specific. Members shall not file items that can be disposed of via contact per rule 9. Items that are recognitions will be placed on the consent agenda; items that note upcoming events will be placed under announcements.
27. The assembly of the agenda should be done with respect to the calendar of the Worcester Public Schools as well as the calendar of the Committee.
28. The agenda of the Committee will be as follows:
  - a. Call to order
  - b. Pledge of Allegiance
  - c. Roll call
  - d. Consent agenda
    - i. Approval of minutes
    - ii. Approval of donations
    - iii. Notification of personnel records
    - iv. Initial filing of individual recognitions
    - v. Notices of interest to the district or to the public
  - e. Items for reconsideration
  - f. Public comment
  - g. Public petition
  - h. Report of the Superintendent
  - i. Report of Standing Committees
  - j. Student Advisory Committee items
  - k. Approval of grants and other finance items
  - l. General business
  - m. Announcements

29. Any item may be removed from the consent agenda to the general business agenda by majority vote of the Committee.
31. Any member of the public may file a petition to the Committee on any matter under the Committee's purview by submitting such a petition in writing (on paper or electronically) by the Wednesday of the week prior to a regular meeting of the Committee. Anyone so filing will be invited to address the Committee on their petition at the meeting of the Committee on which such item appears. Any Standing Committee receiving such a referral will endeavor to take up any such petition within 60 days. When such an item appears on Standing Committee agenda, the petitioner will be invited to the meeting.
33. There will be a calendar of regular reports of the Superintendent, as follows:
  - First February meeting: Report on the Governor's budget
  - July meeting: Evaluation of the superintendent
  - August meeting: Back to school report
  - Second October meeting: MCAS report
  - First December meeting: Superintendent's midcycle review
34. All petitions, communications, items or any matter before the School Committee may be referred as follows:
  - a. to a Standing Committee of the School Committee
  - b. to a Special Committee of the School Committee
  - c. to the Superintendent/Administration
35. All items referred to Administration for study and recommendation shall include in the item a suggested date for a report back to the full Committee. The length of time allowed for the study shall be determined by its complexity. The Committee shall be aware of the limited time available for study items during budget preparation and hearing months. The direction, scope and intent to the study shall be specific.
36. A petition, resolution, order, communication or other matter acted upon unfavorably by the School Committee including placing on file such petition, order, or other matter or the substance thereof, shall not again be docketed on the School Committee agenda for consideration by the School Committee within a period of three (3) months of such unfavorable action unless previously authorized by two-thirds (2/3) vote of the School Committee Members present.
37. The conduct of meetings of the business of the School Committee shall be in accordance with the laws of the State, and except as otherwise provided, in accordance with the rules of parliamentary procedure laid down in Robert's Rules of Order.
38. All meetings of the School Committee shall be open to the public except for executive sessions as described below:

No executive session shall be held until the School Committee has first convened in open session for which notice has been duly given, a majority of the members have voted to go into executive session, and the vote of each member is recorded on a roll call vote and entered into the minutes, the Chair has cited the purpose for an executive session, and the Chair has stated before the executive session if the School Committee will reconvene after the executive session.

39. All Committees shall be appointed by the Chair unless otherwise ordered by the School Committee. Each School Committee member shall serve on no less than two standing committees. A majority of each Committee shall constitute a quorum. All reports made by Committees to the School Committee shall be presented by the Standing Committee Chair. Minority reports may be given by members of the Standing Committee as long as the issues raised were discussed in the Standing Committee.
41. Each Committee shall consist of no less than three (3) School Committee Members.
42. Meetings of the Standing Committee may be called by the chair of the Standing Committee or by the two other members of the Standing Committee.
43. If an item is referred to a Standing Committee and has no action for two consecutive meetings, the maker of the original item may request the item be returned to the full committee.
44. The principal petitioner of any petition to be heard by a Standing Committee of the School Committee must be notified of the date, time and place at which their petition is to be heard. No petition may be voted by a Standing Committee of the School Committee unless the principal petitioner has been notified as specified above.
45. The Chair of any Standing Committee who does not call a meeting of the committee for six months shall be removed as chair, and the Mayor shall appoint another member in that member's stead.
46. Whenever a vacancy occurs among School Committee Officers, or in any Committee, the same shall be filled by election or appointment in the same manner and by the authority which first elected the officer or appointed the Committee.
47. The Clerk of the School Committee shall create and maintain an accurate record of all meetings of the School Committee and all of its committees, including executive sessions, setting forth the date, time and place, the members present or absent, and a summary of the discussions on each subject. The record shall include all documents and other exhibits, such as photographs, recordings or maps, used by the School Committee or any committee thereof at any open session or executive session.
48. The minutes of any open session, whether approved or in draft form, shall be made available upon request by any person within ten (10) days of the request to the extent required by subsection 22(e) of the Open Meeting Law, G.L. c. 30A §§ 18-25.
49. The minutes of any executive session, the notes, recordings or other materials used in the preparation of such minutes and all documents and exhibits used at the session, shall be withheld from public disclosure to the extent provided by subsection 22(f) of the Open Meeting Law, G.L. c. 30A §§ 18-25. The Mayor shall, at reasonable intervals or as otherwise required by subsection 22(g)(2) of the Open Meeting Law, G.L. c. 30A §§ 18-25, review any previously unreleased minutes of all executive sessions and determine whether continued non-disclosure under the Open Meeting Law is warranted. In conducting this review, the Mayor may seek the advice and assistance of the Superintendent, Clerk of the School Committee, the City Manager or City Solicitor. The Mayor shall file a report containing such determinations at the next regular meeting of the School Committee.
50. There will be a School Committee Student Advisory Committee, as created by G.L. c. 71 §§ 38M. Members shall be elected each spring by their peers at each city secondary school for a term the succeeding year. The results of such election will be forwarded to the Clerk of the School Committee by the first week of June.

15.

51. The members of said Committee are recognized by the Worcester School Committee as the elected representatives of the students of the Worcester Public Schools. The members of the Student Advisory Committee thus are not to be subjected to district pressure regarding their opinions. The contact information of the members of the Student Advisory Committee will be shared with all K-12 Worcester Public School Students.

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

The following Rules of the School Committee were discussed individually:

24. Any member wishing to place an item on an upcoming agenda shall send the item to the Vice Chair of the Committee by the Thursday preceding a regular meeting.

Vice-Chair McCullough made the following amendment to Rule 24.

Any member wishing to place an item on an upcoming agenda shall send **it to the Clerk, copying the Vice Chair** of the Committee by the **Wednesday** preceding a regular meeting

On a roll call 3-0, Rule 24 was approved as amendment.

26. On the Friday preceding a regular meeting, the agenda of the Committee will be assembled by the Vice Chair, in consultation with the Superintendent and the Clerk of the Committee. The agenda will then be posted by the Clerk of the Worcester School Committee and will be officially posted by the City Clerk.

Vice-Chair McCullough made the following amendment to rule 26.

26. On the Friday preceding a regular meeting, the agenda of the Committee will be assembled by the **Clerk**, in consultation with the Superintendent and the **Vice Chair**. The agenda will then be posted by the Clerk of the Worcester School Committee and will be officially posted by the City Clerk

On a roll call 3-0, Rule 26 was approved as amendment.

30. Any member of the public may address the Committee regarding any item before them for two (2) minutes. Those speaking will state their name, their residence, and the item on which they wish to speak for the record. Those speaking may do so in person or via remote participation. Those wishing to address the Committee in a language other than English are asked to notify the Clerk of the Committee in advance, so the Committee may be provided with an interpreter. Members of the Committee may not respond to the comments of the public at the meeting.

On a roll call of 3-0, Rule 30 was approved.

32. There will be a report of the Superintendent at every regular meeting of the Committee. Said reports will specifically be in reference to the goals of the district and/or of the superintendent.

On a roll call of 3-0, Rule 32 was approved.

40. There shall be appointed Standing Committees of the School Committee as follows:

- a. Finance and Operations
- b. Governance and Employee Issues
- c. School and Student Performance
- d. Teaching, Learning, and Student Supports

Chair Clancey made the following motion:

Request that the following descriptions of the Standing Committees be added to Rule 40.

**Finance and Operations**

Content: Issues regarding the district's resource appropriation, maintenance and distribution to support intended outcomes.

**Governance and Employee Issues**

Content: Issues regarding the development and approval of policy governing the school system and issues related to human resource recruitment, hiring, retention, and evaluation to support intended outcomes of college and career readiness for every student. Petitions, discussion of legislative bills and legislative breakfast meetings are handled in this committee.

**School and Student Performance**

The purpose of the School and Student Performance Standing Committee is to inquire into and report on matters pertaining to:

- measures of district and school-level performance and improvement
- research and program evaluation
- student assessment
- accountability planning

**Teaching, Learning and Student Supports**

The Standing Committee on Teaching, Learning and Student Supports addresses topics, policies and practices related to curriculum, instruction, assessment, professional development, instructional materials, and student support services. In doing so, the Committee monitors and reviews the structures and processes integral to the delivery of the core curriculum. It focuses as well on supplemental and intervention instruction, designed to meet the academic and social-emotional needs of students as each school strives to reach the intended outcomes of college and career readiness for every student. The content and annual edits to the Student Handbook and the Policies Handbook will be referred to the Standing Committee on Governance and Employee Issues prior to approval by the Full School Committee.

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

52. It will be the responsibility of the Vice Chair to ensure that the Student Advisory Committee meets once a month on its own and once every other month, as required by G.L. c. 71§§ 38M with the entire Worcester School Committee.

Superintendent Binienda stated that it is a lot to ask of the student representative to meet every month on their own and every other month with the School Committee. She also asked for clarification of the MGL 71§§ 38M.

(MGL 71 Section 38M. School committees of cities, towns and regional school districts shall meet at least once every other month, during the months school is in session, with a student advisory committee to consist of five members to be composed of students elected by the student body of the high school or high schools in each city, town or regional school district.)

Chair Clancey said that the MGL 71§§ 38M states that the School Committee shall meet at least once every other month, during the months school is in session with the student representatives.



Dr. Friel stated that the quarterly meetings with the student representatives will be held on the Thursday of a School Committee meeting between the hours of 6:00 p.m. and 7:00 p.m. The student representatives shall follow the same rules for filing items, namely forwarding their items to the Clerk by noon on the Wednesday prior to the meeting.

Vice-Chair McCullough stated that the student representative will email the dates of their monthly meetings to the Clerk of the School Committee along with Vice-Chair Johnson.

Vice-Chair McCullough made the following amendment to Rule 52:

It will be the responsibility of the **Clerk and the Vice Chair** to ensure that the Student Advisory Committee meets once a month on its own and once every other month, as required by G.L. c. 71§§ 38M with the entire Worcester School Committee.

On a roll call of 3-0, Rule 52 was approved as amendment.

53. Members of the Student Advisory Committee will decide, when meeting among themselves, what items will be brought forward to the Worcester School Committee on its next agenda.

Vice-Chair McCullough made the following amendment to Rule 53:

Members of the Student Advisory Committee will decide, when meeting among themselves, what items will be brought forward to the Worcester School Committee on its next agenda **and shall prepare those items for submission to the Clerk and the Vice-Chair.**

On a roll call of 3-0, Rule 52 was approved as amendment.

Superintendent Binienda stated that her concern was that if a student representative puts an item on the agenda that has to do with the schools, that the Superintendent should be notified of the item. Once notified, the Superintendent will let the principal know that this item will be discussed at a School Committee Meeting so he/she can be present at the meeting.

54. The chair of the Student Advisory Committee, as elected by its members, shall serve as a non-voting member of the Worcester School Committee. This member will have dedicated time on each agenda to bring forward the business of the Student Advisory Committee. This, and any, member of the Student Advisory Committee has the same right to be recognized by the Chair and to speak on any business before the Committee as any other Worcester School Committee member in public session.

Vice-Chair McCullough made the following amendment to Rule 54:

The chair of the Student Advisory Committee, as elected by its members, shall serve as a non-voting member of the Worcester School Committee. This member will have dedicated time on each agenda to bring forward the business of the Student Advisory Committee. **Members shall submit agenda items by Wednesday, to be considered in the same manner as the School Committee in order to speak on a topic at meetings.** This, and any, member of the Student Advisory Committee has the same right to be recognized by the Chair and to speak on any business before the Committee as any other Worcester School Committee member in public session.

On a roll call of 3-0, Rule 52 was approved as amendment.

gb #2-17 - Ms. Kamara (January 12, 2022)

To discuss the roles and responsibilities of the chairs and vice chairs of the Standing Committees.

Chair Clancey stated that the role of the Chair is to set the dates, times and agenda items for each of the Standing Committees. The Chair also conducts these meetings and the duty of the Vice-Chair is to perform such duties in the absence of a committee Chair.

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

### **SCHOOL COMMITTEE ACTION**

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

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

School Committee Member Mailman made the following motion:

Request that Rule 26 be amended to contain the following language: "The vice-chair of the School Committee will have final authority over the posted agenda."

On a roll call of 7-0, the motion for that item was held for the next School Committee meeting.

School Committee Member Novick requested that the language contained in the descriptions of the Standing Committees be updated at the next meeting of the Standing Committee on Governance and Employee Issues.

On a roll call of 7-0, the Action Sheet was approved as amended.

### **STANDING COMMITTEE**

The Standing Committee on Teaching, Learning and Student Supports met virtually on Tuesday, February 8, 2022 at 5:00 p.m. in Room 410 of the Durkin Administration Building.

gb #9-327 -Administration (October 7, 2019)

To consider answers to the fourteen Action Steps made by Mayor Petty and approved by the School Committee.

Chair McCullough read the steps that have been accomplished and those that are ongoing.

Vice-Chair Mailman asked if the LPAC meetings were held monthly or quarterly. Carmen Melendez-Quintero stated that the last meeting was held on January 26<sup>th</sup> and future meetings are scheduled for March 30<sup>th</sup> and May 25<sup>th</sup>.

School Committee member Kamara asked for updates on suspension rates and Chair McCullough recommended that Administration provide updates in April.

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

gb #9-384 - Mr. Comparetto/Mr. Foley (November 13, 2019)

Request that the Superintendent present an annual report on the status of education for Latino students.

Chair McCullough requested that a new item be submitted at the full School Committee meeting in order for an annual report to be presented.

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

gb #9-386 - Mr. Comparetto/Mr. Foley (November 13, 2019)

Request that the Administration provide an update on current restorative justice practices.

School Committee member Kamara requested that a speaker do a presentation on restorative justice best practices and compare that presentation to what is being done at the district level.

Superintendent Binienda stated that a Report of the Superintendent could be presented on collaborative problem solving.

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

gb #9-388 - Mr. Comparetto (November 13, 2019)

Request an "equity audit" of the Worcester Public Schools in accordance to best practices.

Vice-Chair Mailman suggested an outside firm be involved in an equity audit.

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

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

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

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

gb #0-125.1 - Administration/Mr. Foley (April 8, 2020)

Response of the Administration to the request to present comprehensive data showing the test scores for all student subgroups since these initiatives started. This data should show changes over the years, with a particular emphasis upon the WPS student subgroups targeted through SOA funding (Hispanic students, English Language Learners, and students with disabilities).

Chair McCullough recommended that the item be held and that an annual Report of the Superintendent be provided for data comparison.

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

gb #0-313 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (September 23, 2020)

To consider the items filed by the City Council and request WPS consider Councilor Sean Rose's order to offer civil service exam study groups and to research a mechanism for students to acquire school credit for participation in these cohorts.

Superintendent Binienda stated that credits cannot be given for study groups. She suggested enlisting teacher volunteers to form a civil service exam study group.

Vice-Chair Mailman suggested creating Night Life preparatory courses.

Superintendent Binienda suggested that the Chief Diversity Officer of the WPS, Police and Fire Departments work collaboratively in recruiting persons of color for positions.

Chair McCullough stated that she will file a new item which will reference the partnership with the police and fire departments.

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

gb #1-312 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 9, 2021)

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

Superintendent Binienda stated that she met with Mr. Duncan regarding a pilot for grades 9-12.

Vice-Chair Mailman requested that an update be provided with the scope and cost of the program.

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

### **SCHOOL COMMITTEE ACTION**

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

### **STANDING COMMITTEE**

The Standing Committee on Finance and Operations met virtually on Wednesday, February 9, 2022 at 5:00 p.m. in Room 410 of the Durkin Administration Building.

gb 1-208 - Administration (July 30, 2021)

To review the status of the FY22 Budget and make appropriate transfers as required.

Mr. Allen discussed the status of the Second Quarter FY22 Budget and appropriate transfers.

Ms. Novick made the following motion:

Request that the following transfers be approved:

<b>Amount</b>	<b>From Account</b>	<b>Account Title</b>	<b>To Account</b>	<b>Account Title</b>
\$94,000	500-91134	Ed Support	500-91123	Non-Instructional
\$155,000	500-91111	Teacher Salaries	500-91134	Educational Support Salaries
\$220,000	540103-92000	Transportation	540-97201	Transportation Overtime Salaries
\$250,000	540103-92000	Transportation	500-91118	Supplemental Salaries
\$850,000	540103-92000	Transportation	540103-93000	Transportation
\$373,320	500-91111	Teacher Salaries	500-91114	Teacher Substitutes Salaries
\$450,000	500-91115	Instructional Assistants	500-91118	Supplemental Program Salaries
\$375,000	500-91115	Instructional Assistants	500-91123	Non-Instructional Salaries
\$894,000	500-91115	Instructional Assistants	500-91133	School Nurse Salaries
\$776,000	500-91115	Instructional Assistants	500-92204	Instructional Materials
\$1,200,000	500123-96000	Health Insurance	500-97203	Custodial Overtime Salaries
\$370,000	500-91119	Custodial Salaries	500152-92000	Facilities Ordinary Maintenance
\$340,000	500-91120	Maintenance Service Salaries	500152-92000	Facilities Ordinary Maintenance
\$790,000	540103-92000	Transportation	500152-92000	Facilities Ordinary Maintenance

On a roll call of 3-0, the transfers were approved.

gb #0-33 - Mr. Foley/Mrs. Clancey/Ms. McCullough/Mr. Monfredo/Ms. Novick (January 8, 2020)

To include a standing item for "Transportation Update" at each Finance and Operations committee meeting with information provided regarding the problems facing student transportation and improvements experienced.

Mr. Allen provided information on the following:

- bus driver hiring and recruitment
- other support staff
- status of positions added
- positions to be added for FY23
- school bus vehicle procurement

### **Bus Driver Recruitment**

As of January 28, 2022, the Worcester Public Schools has 36 people actively in training:

- 31 through MassHire / Night Life Program
- 2 Driver referrals
- 2 WPS Bus Monitor (1 through the Mass Hire/Night Life Program)
- 1 from the Civil Service List

Of these 36 people in training, 12 have also been trained and possess 7D van licenses and have been hired by the Worcester Public Schools, and have taken over the routes previously operated by National Guard drivers during October 2021. (The district is leasing 7D vans from AA Transportation for the remainder of the year).

### **Other Support Staff**

The District-Operated Transportation Cost Analysis Report assumed four additional mechanics, one operations supervisor, one transportation liaison, and one Human Resources liaison. Additional supervisory trainers have recently been approved to enhance school, parent, and student customer experience.

### **Status of Positions Added**

- Human Resources Liaison (to be called Transportation Personnel Supervisor): *The position is still open, and the Administration is currently accepting applications.*
- Transportation Systems Coordinator: *The position is in the interview process.*
- Transportation Safety and Training Liaison (3): *Two of the positions have been filled with February start dates. The remaining position is still open, and the Administration is currently accepting applications*
- Transportation Safety Supervisor: *This position has been filled with a February start date.*

### **Positions to be added for FY23:**

- Four Mechanics
- Operations Supervisor
- Transportation Liaison

### **Procurement of Vehicles**

The district has awarded the bid of school buses as follows:

22.

	<u>Vehicle Cost</u>	<u>Total Cost</u>
100 Type C Big Buses	\$99,580	<b>\$9,958,000</b>
38 Type A Mid-Size Bus	\$80,110	\$3,044,180
27 Type A Wheelchair Bus	\$84,030	<u>\$2,268,810</u>
Total Bid Award		<b>\$15,270,990</b>

School Committee Member Mailman asked if the Durham bus drivers have been offered positions to drive for the WPS.

Mr. Allen stated that he will provide an update at the next meeting regarding the civil service process of hiring bus drivers and 15 year replacement plan for all vehicles.

Vice-chair Kamara asked for an update on the MyStop App.

Mr. Freeman stated that the tablets were ordered and will arrive before the start of the next school year. The MyStop App will run off of the tablets and has the capability of tracking all the routes. Individuals will be able to download the App to their Androids or iPhones.

Chair Novick made the following motion:

Request that the item be held.

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

### **SCHOOL COMMITTEE ACTION**

School Committee Member Novick requested a spelling correction on attendee Michael Freeman.

gb 1-208

Ms. Novick made the following motion:

Request that the following transfers be approved:

<b>Amount</b>	<b>From Account</b>	<b>Account Title</b>	<b>To Account</b>	<b>Account Title</b>
\$94,000	500-91134	Ed Support	500-91123	Non-Instructional
\$155,000	500-91111	Teacher Salaries	500-91134	Educational Support Salaries
\$220,000	540103-92000	Transportation	540-97201	Transportation Overtime Salaries
\$250,000	540103-92000	Transportation	500-91118	Supplemental Salaries
\$850,000	540103-92000	Transportation	540103-93000	Transportation
\$373,320	500-91111	Teacher Salaries	500-91114	Teacher Substitutes Salaries
\$450,000	500-91115	Instructional Assistants	500-91118	Supplemental Program Salaries
\$375,000	500-91115	Instructional Assistants	500-91123	Non-Instructional Salaries
\$894,000	500-91115	Instructional Assistants	500-91133	School Nurse Salaries
\$776,000	500-91115	Instructional Assistants	500-92204	Instructional Materials
\$1,200,000	500123-96000	Health Insurance	500-97203	Custodial Overtime Salaries
\$370,000	500-91119	Custodial Salaries	500152-92000	Facilities Ordinary Maintenance
\$340,000	500-91120	Maintenance Service Salaries	500152-92000	Facilities Ordinary Maintenance
\$790,000	540103-92000	Transportation	500152-92000	Facilities Ordinary Maintenance

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

On a roll call of 7-0, the Action Sheet was approved as amended.

**PERSONNEL**

2-11 The Superintendent has APPROVED the APPOINTMENTS of the TEACHERS named below:

Bahnan, Danielle, Systemwide, Special Ed., MA, 1, effective January 27, 2022  
Carlson, Nicole, Worcester Technical High, Vocational Ed., VL, 4, effective February 14, 2022  
Dufault, Emma, Quinsigamond, Special Ed., BA+15, 1, effective, February 14, 2022  
Le-Nguyen, Stephanie, Jacob Hiatt Magnet, Elementary, MA, 1, effective January 31, 2022  
Williams, Nathan, Worcester Technical High, Vocational Ed., VL, 1, effective February 14, 2022

2-12 The Superintendent has APPROVED the RESIGNATIONS of the TEACHERS named below:

Leal, Antonella, La Familia, Teacher, Bilingual, effective February 6, 2022  
Nedoroscik, Anastasia, Burncoat High, Teacher, Mathematics, effective January 28, 2022  
Steele, Elizabeth, Worcester East Middle, Teacher, Special Ed., effective January 26, 2022  
Thompson, Emily, Vernon Hill School, Teacher, Elementary, effective January 21, 2022

2-13 The Superintendent has APPROVED the RETIREMENTS of the persons named below:

Crotty, Karen, Durkin Administration Building, Chairperson, Special Ed., effective February 1, 2022  
Kirwan, Karen, Jacob Hiatt Magnet, Teacher, Elementary, effective January 31, 2022  
Langevin, John, Worcester Technical High, Teacher, Vocational Ed., Welding, effective February 6, 2022  
Mazzone, Robert, Worcester Technical High, Department Head, Vocational Ed., Graphic Arts, effective January 11, 2022  
Robidoux, Fawn, Union Hill, Teacher, Elementary, effective, January 25, 2022

On a roll call of 7-0, Personnel items 2-11 through 2-13 were filed.

**GENERAL BUSINESS**

gb #2-52 - McCullough/Clancey/Johnson/Kamara/Mailman  
(January 31, 2022)

Request that the Administration provide an update on the ETA offerings that were previously planned/presented on for Forest Grove.

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

gb #2-53 - Administration  
(February 1, 2022)

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

School Committee Member Novick asked if it was the intention of the Administration to recommend that the district continue to have School Choice.

Superintendent Binienda stated that it is the policy based on space availability.

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

gb #2-54 - Administration  
(February 1, 2022)

To accept the Senator Kenneth J. Donnelly Workforce Success Grants for ESOL-Enhanced Training and Placement Programs in the amount of \$207,652

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

gb #2-55 - Administration  
(February 4, 2022)

To accept the following donations:

- \$6,021 to Worcester Technical High School from the Sarah Daniels Pettit & William O. Pettit, Jr. Fund
- \$410 to Worcester Technical High School from the Thurston E. Solomon & Everett J. Morter Memorial Fund for the Skills USA Program
- \$560 to Worcester Technical High School from the Saul A. Seder Fund for the Skills USA Program
- \$6,905.10 from Box Tops for Education to Woodland Academy
- \$450 to the Diesel Tech Program at South High Community School:
  - \$200 from Ryder
  - \$250 from D. Murgos Trucking
- \$1,010 to the Worcester Public Schools from the Blackbaud Giving Fund on behalf of Abbvie and Boston Scientific
- \$747 to Lake View Elementary School:
  - \$75 from a parent
  - \$100 from a 2nd grade parent
  - \$200 from Thebe Enterprises, LLC/Dairy Queen for fundraiser proceeds
  - \$372 from PKC, LLC/Little Caesar's for fundraiser proceeds

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

gb #2-56 - McCullough/Clancey/Johnson/Kamara/Mailman/Novick  
(February 7, 2022)

Request that the Administration provide an update on library programs and the use of librarians throughout the district.

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

gb #2-57 - McCullough/Clancey/Johnson/Kamara/Mailman  
(February 7, 2022)

To discuss ongoing issues and concerns with the traffic patterns and safety issues with arrival and dismissal at Burncoat Middle/High School and work on it with school administration and central administration to come up with possible solutions.

Mr. Pezzella stated that he is attending a meeting with Traffic and Engineering, WPD and principal Scully to discuss the traffic patterns at Burncoat Middle and High schools on Friday, February 18, 2022.

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



gb #2-58 - Administration  
(February 8, 2022)

To approve the following prior fiscal year payments:  
-\$17,442.61 to VanPool  
-\$122.34 to Balfour

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

gb #2-59 - Administration  
(February 9, 2022)

To accept the Massachusetts Department of Elementary and Secondary Education Alternative Language Learner Education Programs in the amount of \$600,000.

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

gb #2-60 - Mailman/Kamara/McCullough  
(February 9, 2022)

Request that the Administration evaluate and update compensation practices whereby school committee members are compensated at 50% of city council level.

School Committee Member Mailman stated that, with the addition of district counselors or at large counselors, the compensation practice should be updated.

Mayor Petty suggested that the item be sent to Attorney Traynor for an update regarding how changes in compensation for School Committee members can be proposed and indicate whether it is by way of the Charter.

On a roll call of 7-0, the item was referred to the Standing Joint Committee on Education and Finance and Operations and Attorney Traynor.

gb #2-61 - Mailman/Clancey/Johnson/Kamara/McCullough/Novick  
(February 9, 2022)

Request that the Administration, before further expansion of pre k programming in WPS, include local non-profit early education and care partners in order to incorporate lessons learned and to avoid pitfalls of 20 years ago.

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

gb #2-63 - Johnson/Clancey/Kamara/Mailman/McCullough/Novick  
(February 9, 2022)

Request that Finance and Operations discuss that water bottle filling stations be implemented in all schools that do not qualify under the SWIG grant Program.

On a roll call of 7-0, the item was referred to the Standing Committee on Finance and Operations.

gb #2-64 - Administration  
(February 9, 2022)

To forward letters of congratulations to the winners of the 42nd annual Valentine Contest presented by the Worcester Historical Museum for Worcester students in grades 3, 4, 5, and 6.

**HISTORIC** (any design in the style of valentines made in Worcester from the late 1840s to 1942)

Grade 3	Salome Ramos	Canterbury Street School
Grade 4	Isabella Bombonatti	Lake View School
Grade 5	Lara Santos Rodrigues	Burncoat Elementary School
Grade 6	Izeah Torres	Lincoln Street School

**CONTEMPORARY** (an original valentine, possibly celebrating Worcester 300)

Grade 3	Kyzabela Richards	Worcester Arts Magnet School
Grade 5	Dehiel Mejia	City View School
Grade 6	Jillian Cooper	Worcester Arts Magnet School

**VERSE** (an original verse by today's valentine maker)

Grade 3	Olivia Powers	Thorndyke Road School
Grade 4	Natalie Wrubel	Worcester Arts Magnet School
Grade 6	Denise Fumero	Clark Street School

**MASTER** (the work of a previous Be Ours winner)

Contemporary Keira Emmons      Grade 5      Worcester Arts Magnet School

On a roll call of 7-0, it was voted to forward letters.

On a roll call of 7-0, the meeting adjourned at 10:15 p.m.

XII. ADJOURNMENT

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

IV. MOTION FOR RECONSIDERATION  
Johnson  
(February 21, 2022)

ITEM - gb #2-33  
S.C. MEETING - 3-3-22

ITEM:

To reconsider the following item:

To accept the Student, Teachers, and Officers Preventing (STOP) School Violence Grant Program in the amount of \$681,521 from the U.S. Department of Justice - Office of Justice Programs Bureau of Justice Assistance.

ORIGINAL ITEM: Administration (February 8, 2022)

To accept the Student, Teachers, and Officers Preventing (STOP) School Violence Grant Program in the amount of \$681,521 from the U.S. Department of Justice - Office of Justice Programs Bureau of Justice Assistance.

PRIOR ACTION:

- 2-3-22 - On a roll call of 7-0, the item was held for the School Committee meeting on Thursday, February 17, 2022.
- 2-17-22 - Robert Pezzella stated that the 911 program was created using money from the safety budget and staff training was conducted in conjunction with the WPD (Worcester Police Department). A company was hired to provide software to selected individuals at the schools. In the event of an intruder entering the building, the software would provide direct access to the WPD via 911. **(continued on Page 2)**

BACKUP:

(14 pages) contains the grant acceptance form.

RECOMMENDATION OF MAKER:

Prerogative of the School Committee.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

PRIOR ACTION: (continued)

- 2-17-22 - Steven Sargent, Chief of Police stated that his department does this training for businesses, synagogues, churches and many members of the community and this grant would help supplement the cost for the police and school departments. School Committee Member McCullough stated that a lot of the questions were about the active shooter response training and how the phones would be paid for after the grant has expired.
- Superintendent Binienda stated that the cost for the phones is estimated to be seven thousand dollars and would be paid for with Chapter 70 funding which is under Mr. Pezzella's budget. She also stated that SLOs (Student Liaison Officers) would be brought to the schools if there is an active shooter.
- A Memorandum of Understanding with the Worcester Police Department is being drafted.
- Vice-Chair Johnson requested that some of the funds used for police training could be used for anti-bullying programs. Greg Bares stated that would require approval from the federal program officer.
- Vice-Chair Johnson noted that the reference to eight hundred gang members in Worcester had no connection with active school shooters.
- School Committee Member Novick asked Mr. Bares if the grant had been amended and he said only to reflect that WPS no longer uses SROs (School Resource Officers). She voiced her concern that the reason for the Grant is because WPS no longer uses SROs. She stated that the City Manager's Task Force made it clear that having police officers in the schools did not make the schools safe. She referenced the DOJ (Department of Justice) website that states that this grant is intended to prevent violence, not to respond to violence. She believes that most of the funding from this grant is going to the Worcester Police Department SWAT (Special Weapons and Tactics) team and does not fall under the purview of the School Committee.
- School Committee Member Novick made the following motions:
- Request that the Administration include the cost of Smartphones for all Assistant principals in the FY23 Budget.
- Request that the Administration provide a report on the 911 program to determine whether it exceed bid laws.
- On a roll call of 7-0, the motions were approved.
- On a roll call of 4-3 (nays Kamara, Mailman and Novick), the item was approved.

## Grant Acceptance Form

**Name of Grant:** Student, Teachers, and Officers Preventing (STOP) School Violence Grant Program

**Type of Funder:** The U.S. Department of Justice - Office of Justice Programs Bureau of Justice Assistance

**Awarded Amount:** \$681,521 over the course of three years

**Grant Funding Period:** Upon approval through 2024

**Project title:** STOP School Violence Grant Program

**Program coordinator:** O'Neil / Pezzella

**Purpose:** Through this grant opportunity, we will provide training and resources to school personnel as well as local law enforcement in an effort to recognize, respond quickly to and help prevent acts of violence. This includes training resources for Worcester Police Department in Active Shooter/Hostile Event Response (ASHER) training. Additionally, funds will be used to develop and implement threat assessment and/or intervention teams to operate technology solution which will be coordinated with law enforcement agencies and school personnel. This application provided on an encrypted and secured network, will establish real-time communication between school personnel experiencing a threat and local law enforcement responding to the threat.

**Description of the program:**

**Program location:** Districtwide

**Outcomes and Measures:** Trainings will be held for WPD; technology application will be in use.



Department of Justice (DOJ)  
Office of Justice Programs

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Office of the Assistant Attorney General

Washington, D.C. 20531

Superintendent Maureen Binienda  
Worcester School District  
20 Irving Street  
Worcester, MA 01609-2467

Dear Superintendent Binienda:

On behalf of Attorney General William P. Barr, it is my pleasure to inform you that the Office of Justice Programs (OJP), U.S. Department of Justice (DOJ), has approved the application by Worcester School District for an award under the OJP funding opportunity entitled "STOP School Violence: Units of local government, federally recognized Indian tribes, public agencies, nonprofit entities to include private schools - Threat Assessment/Intervention Teams." The approved award amount is \$681,521. These funds are for the project entitled Worcester STOP School Violence Program.

The award document, including award conditions, is enclosed. The entire document is to be reviewed carefully before any decision to accept the award. Also, the webpage entitled "Legal Notices: Special circumstances as to particular award conditions" ([ojp.gov/funding/Explore/LegalNotices-AwardReqs.htm](http://ojp.gov/funding/Explore/LegalNotices-AwardReqs.htm)) is to be consulted prior to an acceptance. Through that "Legal Notices" webpage, OJP sets out -- by funding opportunity -- certain special circumstances that may or will affect the applicability of one or more award requirements. Any such legal notice pertaining to award requirements that is posted through that webpage is incorporated by reference into the award.

Please note that award requirements include not only award conditions, but also compliance with assurances and certifications that relate to conduct during the period of performance for the award. Because these requirements encompass financial, administrative, and programmatic matters, as well as other important matters (e.g., specific restrictions on use of funds), it is vital that all key staff know the award requirements, and receive the award conditions and the assurances and certifications, as well as the application as approved by OJP. (Information on all pertinent award requirements also must be provided to any subrecipient of the award.)

Should Worcester School District accept the award and then fail to comply with an award requirement, DOJ will pursue appropriate remedies for non-compliance, which may include termination of the award and/or a requirement to repay award funds.

Please direct questions regarding this award as follows:

- For program questions, contact Crystal Crews, Program Manager at (202) 307-1571; and
- For financial questions, contact the Customer Service Center of OJP's Office of the Chief Financial Officer at (800) 458-0786, or at [ask.ocfo@usdoj.gov](mailto:ask.ocfo@usdoj.gov).

We look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Katharine T. Sullivan", is written over a horizontal line.

Katharine T. Sullivan  
Principal Deputy Assistant Attorney General

Encl.

**The U.S. Department of Justice - Office of Justice Programs**

**Bureau of Justice Assistance**

***CFDA 16.839 STOP School Violence Grant Program***

**Worcester Public Schools  
Worcester, Massachusetts**

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**Project Narrative: Worcester Public Schools BJA STOP School Violence Grant Program**

**INTRODUCTION**

The Worcester Public Schools (WPS), a Local Education Agency (LEA) located in the city of Worcester, Massachusetts, is seeking BJA's STOP School Violence grant under **Category 4** Competition ID BJA-2020-18441. As the third largest employer in the City of Worcester, WPS employs more than 3,500 employees within 51 facilities including elementary, middle and high schools as well as alternative education sites. The district is the third largest not only in the state, but the in the region of New England, with approximately 25,479 students in Preschool through Grade 12. As the district has school buildings physically located within six federally designated Qualified Opportunity Zones in the city, *our grant project will enhance public safety in these high poverty zones and additional areas.* Information on Qualified Opportunity Zones as well as poverty information for the geographical location of this project have been included in the *Other Attachments* section of this grant application.

While our schools remain safe relative to other work places, we underscore how important it is for our staff to receive training that could, in effect, prevent a tragic occurrence or help to mitigate the amount of harm in the event that it did occur. Through our established partnership with the Worcester Police Department (WPD), we make every effort to collaborate with local law enforcement to provide up-to-date training and resources for school personnel to ensure a swift and comprehensive response to any incident of significance at the Worcester Public Schools. Our WPD partners have informed us that having resources in which to perform these training exercises will enhance the ability of their department to provide an effective and efficient response.



<b>DESCRIPTION OF THE ISSUE</b>
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Worcester, with a population of 185,677 residents (US Census 2017),<sup>1</sup> is the second largest city in New England (after Boston, MA). The city has historically been a designation for immigrant populations. The city's population is 70% White, 21% Hispanic/Latino, 14% Black or African American and 7% Asian. The ethnic breakdown of the Worcester Public Schools is 43% Hispanic, 29% White, 17% African American, 6% Asian and 4.2% Multi-Race, Non-Hispanic. In the last ten years, Worcester has seen an influx of immigrants from Ghana, Brazil, Iraq, and several African countries.

The following socioeconomic factors support the need for our project: Poverty: Significant levels of individuals and families entrenched in poverty exist. The per capita income for Worcester families is \$26,283 versus \$39,913 for the state. The population below 100% of poverty level is nearly double that of the state at 22% as compared to 11% for the state; the population below 200% of poverty level is 41% and 24% for the state.

Adolescent population: Roughly 25,415 and 31.2% of children in Worcester live in poverty (US Census 2017). Over 58% of public school students are economically disadvantaged vs. the statewide average of 31%. Vulnerable Youth-There are between 800-1,000 people involved in gangs in Worcester-the majority of them are teens and young adults. Youth living in neighborhoods with concentrated poverty (i.e. Piedmont, Main South, Bell Hill, Great Brook Valley, and Lakeside) are exposed to crime/violence/drugs at a higher level than other youth and

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<sup>1</sup> United States Census Bureau, 2017. Worcester, Massachusetts. Retrieved from: <https://www.census.gov/quickfacts/worcestercitymassachusetts>

have less access to safe, green space.<sup>2</sup>

Crime and Violence - In Worcester in 2017, there were nearly 140,000 incidents reported to police. Leading incidents included 19,841 cases of disorderly conduct and 6,084 cases of arrests. Domestic violence and child abuse are a key contributor to poor mental health and generational trauma in the city. In the past, Worcester was among the 16 Massachusetts communities with the highest child victimization rates; in 2010, the child maltreatment reporting rate in Worcester was 84.6 per 1,000 residents, compared to 56.3 per 1,000 for the Commonwealth overall. The following are examples of stressors exhibited by our students and their families: *Domestic violence, Physical abuse, Sexual abuse, DCF custody, PTSD, Parents deceased, Parents MIA, Parents in prison, Parents in another country, Moving through foster homes, Siblings separated, Depression, Anxiety, Court involvement, Alcoholism, Drug addiction, Police issues, Cutting and Suicidal thoughts.*

In response to toxic stresses our student's face on a daily basis, it results in violent outbursts in the classroom leading to in- and out-of-school suspensions. During the 2018-2019 school year, there were 2,909 suspensions in the district. The majority of infractions included 24% repeated school violations, 15% disruption of school, 13% physical assault on another student, 11% fighting and 7% physical assault on a school employee. As of the 2019-2020 school year there have been 1,627 suspensions, which have included 23% repeated school violations, 15% disruption of school, 12% fighting, 11% physical assault on another student and 9% physical assault on a school employee.

Based upon the 2019-2020 data, which reflects the mid-point of the current school year,

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<sup>2</sup> Greater Worcester Community Health Assessment (2018) CHA. Retrieved from: <https://www.dropbox.com/s/czi4k05eoaipkchx/Greater%20Worcester%20CHA%202018.PDF?dl=0>

the number of infractions are increasing as compared to prior years, especially in regards to physical assaults on students and other school personnel. Furthermore, there have been three bomb threats this year as compared to none in the prior year. In an effort to prevent and reduce school violence, we believe training local law enforcement and school personnel staff on ASHER and a technology application will better prepare them for any future incidents.

**PROJECT DESIGN AND IMPLEMENTATION**

Through this grant opportunity, we will provide training and resources to school personnel as well as local law enforcement in an effort to recognize, respond quickly to and help prevent acts of violence. We seek funding under Category 4 Competition ID BJA-2020-18441 including providing Active Shooter/Hostile Event Response (ASHER) training to prevent student violence against others and self, including training for local law enforcement officers and school personnel. This highly specialized interactive training program will provide the foundation for implementing lifesaving initiatives. ASHER training will result in a more responsive and confident workforce, prepared and proficient in severe bleeding control and life-saving techniques.

Personnel who will receive ASHER training include 300 Worcester Police Department patrolmen. Trainings will be provided to the WPD in two sessions for 2.5 hours each including a PowerPoint presentation, practical and a live scenario (simulation) with simulation training. During simulation practices, there will be a 1:8 staff to student ratio including one WPD Instructor and eight trainees consisting of patrolmen. By keeping a low staff to student ratio this ensures trainees are given the highest quality of training for a high stress incident.

In addition, 8-12 WPD SWAT team members will be role players during the simulation acting as victims to provide a more realistic scenario for trainees. By having SWAT team

members who have advanced training in responding to active shooter situations participate in the training, they will provide immediate feedback to trainees on what was successful as well as areas for improvement. Initial trainings will begin the first year of the grant and refresher courses will be provided in years two and three. All efforts will be made to ensure training adheres to CDC COVID-19 sanitary restrictions, if necessary.

In addition, we seek funding under Category 4 Competition ID BJA-2020-18441, to develop and implement threat assessment and/or intervention teams to operate a technology solution in the form of a computer application which will be coordinated with law enforcement agencies and school personnel. This application will provide an encrypted and secured network and will establish real-time communication between school personnel experiencing a threat and local law enforcement responding to the threat.

Statistically, 911 calls from a landline take 2-4 minutes, on average, to route the call for service from the centralized communications center to the local, dispatching agency. Through the procurement of the selected application, school personnel can rely on point-to-point connectivity at the officer level, instead of speaking to a third-party dispatcher. This gives police real-time detail including the classroom number and/or GPS location where the threat originated. As a result, it reduces the emergency response time and likely will save lives or serious injury if an actual threat occurs.

Currently, the district only has funding to provide our 51 school principals with access to the selected application on school-operated cell phones. The 60 assistant principals within the district do not have school-operated cell phones. They only have access to this application if they voluntarily choose to add it to their personal phone, of which many choose not to do. This poses a safety risk to our students and school personnel as there are many times when the school

principal is not in the building. As a result, response times by local law enforcement to an act of school violence would take longer as assistant principals would have to call 911 and go through dispatch services, which could lead to a higher rate of serious injury or death for school personnel and/or students.

Grant funding will provide school-operated cell phones for 60 assistant principals who will also have access to the application. In addition, training on utilizing the application would be provided by the Worcester Police Department for threat assessment/intervention team personnel consisting of 51 principals and 60 assistant principals as well as patrolmen. This training can be offered virtually in the event in-person activities could not be held due to COVID-19 restrictions.

While the district does not have funding to provide teachers or other staff members with cell phones with the application, as a result of training threat assessment/intervention team personnel, we will create an Awareness Campaign. During the Awareness Campaign threat assessment/intervention team members, WPD staff and representatives will present to teachers and other school personnel at all schools in the district how the application can be used on district provided Chromebooks or on their personal cell phones. In this way, training will help to increase the WPS use of this particular technology. In this way, we are building the district capacity to work hand-in-hand with our law enforcement partners in the areas of prevention and mitigation.

<b>CAPABILITIES AND COMPETENCIES</b>
--------------------------------------

Project director, **Robert Pezzella, WPS School Safety Director**, will lead the Worcester Public Schools (WPS) BJA Stop School Violence Grant Program. Under the direction of the Superintendent Maureen F. Binienda, the School Safety Director is responsible for developing, implementing and overseeing student school safety programs. As project director, Mr. Pezzella

will work collaboratively with school administrators and personnel as well as local law enforcement to ensure oversight of all program activities. While the district and Mr. Pezzella have no prior knowledge of the Global Standards Package, the project director will seek out technical support through the Bureau of Justice Assistance.

The Worcester Public Schools has a record of accomplishment with the financial and programmatic management of large federal grants. In addition to entitlement grants under Title I, II, III, and IV current competitive federal grants include 21st Century Community Learning Centers and Academic Support Services. The **Manager of Grant Resources, Gregory Bares**, will coordinate programmatic elements for the grant in collaboration with the project director. The Worcester Public Schools uses grant management databases, as well as municipal finance software to appropriately manage, expend, account for and report on funds.

**Bob Walton, Information Technology Officer** for the WPS and his staff will oversee the set-up of district cell phones and installing the application for assistant principals. Mr. Walton and his staff have extensive experience providing tech support for new initiatives in the district and are committed to providing support for this project.

In preparation for this grant application, we consulted with the Worcester Police Department who agreed to work collaboratively to support program initiatives. Captain **Carl Supernor** will act as project coordinator for the WPD and be the main point of contact for training activities. With more than 25 years' experience in the force including his role as department administrator and trainer on ASHER, he will coordinate and schedule all trainings. Lead instructors from the WPD will include **Patrolmen, Andrew Cravedi** and **Nathan Reanod**. Both instructors have 23 plus years of experience in the field and are certified to provide ASHER trainings.

**PLAN FOR COLLECTING THE DATA RQUIRED FOR THIS SOLICITATION'S  
PERFORMANCE MEASURES**

The WPS Office of Research and Accountability, under the direction of the Deputy Superintendent Dr. Susan O'Neil and Director of Research and Accountability, Dr. Marco Andrade is responsible for the collection of data for all students throughout the district. Both Dr. O'Neil and Dr. Andrade have extensive experience collecting and analyzing data for various state and federal programs in the district. The Office of Research and Accountability was consulted during the application process and is fully committed to collect and evaluate performance data required for this opportunity.

Collection of data will follow the objectives outlined in the Performance Measure Table (Appendix A) in the grant solicitation. Performance measures will be analyzed not only through activities conducted, but through school culture and climate assessments. The purpose of culture and climate assessments provided in the form of surveys and interviews is to gain knowledge of students and staff perceptions of their safety and to learn of any problem behaviors that need to be addressed to improve school climate. Surveys will be given throughout the project period as a means to inform the project team on threats and hazards that are likely to affect the school community, which will also guide ASHER and application trainings.

As a result of findings, the project team will develop goals and objectives for each threat and hazard identified as a means to address creating a positive school climate. Objectives will include (1) Threat Assessments and Development of Intervention Teams, (2) Train School Personnel to Respond to Threats and Prevention of Violence on Campus and (3) Technology and Anonymous Reporting. Throughout the project period, the project team will develop courses of



action for accomplishing goals and objectives including providing scenario-based training such as through ASHER to ensure staff understand the steps needed to address school violence situations.

Pre- and post-surveys will be provided to law enforcement and school personnel prior to and after completing trainings. This will help to identify if the training was effective and if staff understand the plan as well as their responsibilities. WPS School and Student Performance staff will meet throughout the grant period with the project director as well as Worcester Police Captain Carl Supernor, to ensure all training and education sessions provided are documented appropriately.

As a result of program evaluation, we will analyze whether program goals and objectives were achieved. Analysis will demonstrate how school climate and emergency preparedness, including the five mission areas of prevention, protection, mitigation, response and recovery, demonstrates a reciprocal relationship with positive school climate and assist with emergency preparedness efforts, as being well prepared helps in creating positive school climates throughout the district.

<b>CONCLUSION</b>
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Through our ongoing analysis of our efforts and their outcomes, we will ensure that Worcester Public Schools BJA STOP School Violence Grant Program galvanizes the collective resources of a strong partnership with local law enforcement to invest fully in increasing school safety by implementing training and technological solutions that will assist in the prevention and mitigation of violence in our schools.

Our plan reflects our work to identify our most pressing needs and determine a timeline for



service expansion that will meet them most effectively. Strategies will aim to increase access to resources that are proven protective factors against school violence and promoting trust as well as safety in our school and community.

**STOP Violence Prevention Grant**

**BUDGET NARRATIVE**

<b>Line Item</b>	<b>Description</b>	<b>FY22 Year 1</b>	<b>FY23 Year 2</b>	<b>FY24 Year 3</b>	
<b>A. Personnel</b>					
	Stipends for WPS technical staff to assist with use of the application = \$4,000	\$ 4,000	\$ 4,000	\$ 4,000	
	Principals and assistant principals training on use of the technology = \$6,420	\$ 6,420	\$ 6,240	\$ 6,240	
	Training costs for WPD = \$80,370	\$ 103,785	\$ 103,785	\$ 103,785	
	<b>TOTAL PERSONNEL</b>	<b>\$ 114,205</b>	<b>\$ 114,025</b>	<b>\$ 114,025</b>	<b>\$ 342,255</b>
<b>B. Fringe</b>		\$ -	\$ -	\$ -	
	<b>TOTAL FRINGE</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>C. Travel</b>					
	Required program travel to Washington D.C. for program directors meeting. Year 2 only. 3 travelers X \$1,340 = \$4,020		\$ 4,020		
	<b>TOTAL TRAVEL</b>	<b>\$ -</b>	<b>\$ 4,020</b>	<b>\$ -</b>	<b>\$ 4,020</b>
<b>D. Equipment</b>					
	Protective Gear Simms Suits - needed to protect personnel involved in role playing during training" 2 X \$225 per = \$450	\$ 450	\$ -	\$ -	
	Command boards for use on-site by personnel in training exercises. 7 X 4350 per = \$2,450	\$ 2,450	\$ -	\$ -	
	<b>TOTAL EQUIPMENT</b>	<b>\$ 2,900</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,900</b>
<b>E. Supplies</b>					
	Consumables used in the training exercises including training supplies used during simulation = \$5,000 and sanitary wipes needed to clean equipment = \$300.	\$ 5,300	\$ 5,300	\$ 5,300	
	<b>TOTAL SUPPLIES</b>	<b>\$ 5,300</b>	<b>\$ 5,300</b>	<b>\$ 5,300</b>	<b>\$ 15,900</b>
<b>F. Constuction</b>					
	<b>TOTAL CONSTRUCTION</b>				<b>\$ -</b>
<b>G. Subawards</b>					
	<b>TOTAL SUBAWARDS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>II. Procurement Contracts</b>					
	Application to be used for alerting law enforcement = \$65,000	\$ 65,000	\$ 65,000	\$ 65,000	
	<b>TOTAL PROCUREMENT CONTRACTS</b>	<b>\$ 65,000</b>	<b>\$ 65,000</b>	<b>\$ 65,000</b>	<b>\$ 195,000</b>
<b>I. Other Costs</b>					
	Monthly fee for cell phone service 60 phones: 60 phones X \$50 per month X 12 months = \$36,000	\$ 36,000	\$ 36,000	\$ 36,000	
		<b>\$ 36,000</b>	<b>\$ 36,000</b>	<b>\$ 36,000</b>	<b>\$ 108,000</b>
<b>Total Direct Costs</b>		<b>\$ 223,225</b>	<b>\$ 224,345</b>	<b>\$ 220,325</b>	
<b>J. Indirect Costs</b>					
	Total @ 2.00%	\$ 4,554	\$ 4,577	\$ 4,495	
<b>Total Costs</b>	<b>Total program costs (Lines I - II)</b>	<b>\$ 227,779</b>	<b>\$ 228,922</b>	<b>\$ 224,820</b>	<b>\$ 681,521</b>

V. IMMEDIATE ACTION  
Administration  
(February 21, 2022)

CURRENT ITEM - 2-67  
S.C. MEETING - 3-3-22

ITEM:

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

Stacia Zoghbi, Ex-Officio Worcester Technical High School  
Julianna Manxhari, Doherty Memorial High School  
Nancy Tran, North High School

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss

V. IMMEDIATE ACTION  
Administration/Administration  
(February 8, 2022)

CURRENT ITEM - gb #2-29.1  
S.C. MEETING - 3-3-22

1ST ITEM gb #2-29 S.C.MTG. 2-3-22  
2ND ITEM gb #2-29.1 S.C.MTG. 2-17-22

ITEM:

To recognize Angelo LaRose, a junior at South High Community School, for being selected as the recipient of the "MIAA Student-Athlete of the Month Award" for December 2021.

ORIGINAL ITEM: Administration - January 19, 2022)

To set a date to recognize Angelo LaRose, a junior at South High Community School, for being selected as the recipient of the "MIAA Student-Athlete of the Month Award" for December 2021.

PRIOR ACTION:

2-3-22 - On a roll call of 7-0, the date was set for Thursday, February 17, 2022.  
2-17-22 - On a roll call of 7-0, the item was held for March 3, 2022.

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Recognize virtually.

VII. COMMUNICATION & PETITION  
Clerk  
(February 23, 2022)

ITEM - c&p #2-5  
S.C. MEETING - 3-3-22

ITEM:

To consider a communication from the EAW to approve a donation of sick days to an Instructional Assistant at Worcester Technical High School.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains a copy of the petition.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Prerogative of the School Committee.



February 22, 2022

Mayor Joseph Petty  
c/o Dr. Helen Friel Clerk of School Committee  
20 Irving Street  
Worcester, MA 01609

VIA Email Scan

Dear Dr. Friel,

I would like to speak at the next School Committee meeting on March 3rd

I will be speaking on behalf of the Worcester Tech staff about donating sick days to an Instructional Assistant co-worker.

Please let me know when I will be presenting.

Please let us know when we will be presenting.

Sincerely,

A handwritten signature in cursive script that reads 'Roger Nugent'.

Roger Nugent  
EAW President

Committee Members  
Jermaine Johnson, Chair  
Laura Clancey, Vice-Chair  
Tracy Novick

AGENDA #1  
SSP  
2-15-22  
Page 1

A C T I O N S

The Standing Committee on School and Student Performance met virtually at 4:30 p.m. on Tuesday, February 15, 2022 in Room 410 at the Durkin Administration Building.

There were present: Chair Johnson, Vice-Chair Clancey and School Committee member Novick

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

gb #8-54 - Mr. Monfredo/Mr. O'Connell/Mr. Comparetto/Miss McCullough/Miss Biancheria (February 2, 2018)

Request that the Administration provide a report on the accountability changes made by the Department of Elementary and Secondary Education.

School Committee member Novick stated that DESE is in the process of changing the accountability standards and requested that the Administration provide a report on how those proposed changes will impact the WPS.

Superintendent Binienda stated that the Administration will report to the School Committee once the changes are made.

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

gb #0-232 - Ms. Novick/Mrs. Clancey/Mr. Foley/Ms. McCullough/Mr. Monfredo (July 7, 2020)

To consider the Worcester Regional Research Bureau's July 2020 report "[Broadening Broadband](#)".

Dr. Andrade stated that data collected by the Office of Educational Technology, the Worcester Regional Research Bureau and the Education Superhighway regarding internet availability for all WPS households will be shared in an upcoming report.

School Committee member Novick stated that she will provide any updates from the monthly meetings of the Municipal Broadband Committee to the full School Committee.

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

gb #0-290.2 - Administration/Ms. Novick/Mrs. Clancey/Ms. McCullough  
(November 3, 2020)

Response of the Administration to the request to clarify under what circumstances students will be suspended during remote learning and what suspension will consist of during that time.

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

gb #0-311 - Ms. Novick/Mrs. Clancey/Ms. McCullough (September 23, 2020)

Request administration clarify school arrest data as reported to the state for the 2018-19 school year.

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

gb #0-312 - Ms. Novick (September 23, 2020)

To review the recently released Citizens for Juvenile Justice and Strategies for Youth report ["Fail: School Policing in Massachusetts."](#)

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

gb #0-353 - Administration (November 10, 2020)

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

Request that the Administration consider sharing weekly student check-in survey responses with the School Committee. (Jasmine Owusu)

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

gb #0-347.1 - Administration/Ms. Novick/Mrs. Clancey/Ms. McCullough (January 19, 2021)

Response of the Administration to the request to propose for School Committee deliberation and decision alternative methods for determining admission to limited admission programs and schools in light of the lack of 2020 MCAS data.

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



gb #1-171.1 - Administration/Miss Biancheria/Ms. McCullough/Mr. Monfredo/Ms. Novick (July 13, 2021)

Response of the Administration to the request to provide the number of students enrolled in the freshman class at Worcester Technical High School and include both the number that applied and those on the waiting list.

School Committee member Novick requested that the Administration provide an update in the Spring on the success of the new admission process.

Vice-Chair Clancey requested a report on the number of students who are on the wait list that actually enrolled in an Innovation Pathway.

Dr. Andrade stated that he will contact the principal in order to collect that information.

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

gb #1-267 - Administration (September 27, 2021)

To review the annual Innovation School Plan evaluations as submitted to the Massachusetts Department of Education for SY 2020-2021.

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

ROS #1-12 - Administration (October 13, 2021)

SY21 MCAS PERFORMANCE

Dr. Andrade provided information from DESE showing the growth for both ELA and math. Hispanic, Latino and ELL students with disabilities tended to have lower growth on the MCAS.

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

ros #1-13 - Administration (November 9, 2021)

EQUITY AND OPPORTUNITY: STUDENT EXPERIENCE AND PERFORMANCE BY RACE AND SPECIALIZED SERVICES

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

motion ros #1-6 - Ms. Novick (April 8, 2021)

Request that the Administration provide the data regarding new English learner students who would possibly not be able to pass the MCAS but did but did graduate due to the approval of the modified competency determination.

School Committee member Novick requested that the Administration contact other urban School Committees in order to analyze the data and discuss the use of MCAS as a determinate for graduation.

Superintendent Binienda stated that Carmen Melendez-Quintero has been in contact with the State regarding students having the ability to take the MCAS in Spanish. She also stated that the district has requested EL to be a pilot for consideration of having students take the test in Spanish.

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

On a roll call of 3-0, the meeting was adjourned at 5:00 p.m.

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

X. GENERAL BUSINESS  
Administration/Novick/Clancey/  
Johnson/Kamara/Mailman  
(February 22, 2022)

CURRENT ITEM - gb #2-18.3  
S.C. MEETING - 3-3-22

1ST ITEM	gb #2-18	S.C.MTG. 1-20-22
2ND ITEM	gb #2-18.1	S.C.MTG. 2-3-22
3RD ITEM	gb #2-18.2	S.C.MTG. 2-17-22
4 TH ITEM	gb #2-18.3	S.C.MTG. 3-3-22

ITEM:

Response of the Administration to the request to update the community on the Worcester Public Schools and COVID.

ORIGINAL ITEM: Ms. Novick/Ms. Clancey/Mr. Johnson/Ms. Kamara/  
Ms. Mailman (January 12, 2022)

Request administration update the community on the Worcester Public Schools and COVID.

PRIOR ACTION:

1-20-22 - Superintendent Binienda provided the updated COVID results as follows:  
Week of January 14-January 20

Students

-936 positive cases

-36 quarantined

Staff

-142 positive cases

-1 quarantined

Test and Stay cases:

Students

-922

Staff

-42

Ms. Novick asked that the Administration continue to enforce mask wearing especially for staff.

She also asked the Administration to contact Honeywell in order to provide a report on the feasibility of moving the portable filters into cafeterias that do not currently run them.

On a roll call of 7-0, the item was held for an update at each meeting.

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Provide an update and hold for the next meeting.

## PRIOR ACTION (continued)

- 2-3-22 - School Committee Member Novick asked if the Administration is planning for another vaccination clinic and urged it to communicate on a regular basis with families regarding the importance of vaccinations. She also asked if the Administration had heard from Honeywell regarding relocation of the portable ventilation units to cafeterias. Mr. Allen stated that Honeywell had supported the use of the portable units in the cafeterias. Superintendent Binienda stated that she would provide more information regarding vaccine clinics at the next School Committee meeting. Superintendent Binienda provided the updated COVID results as follows:
- Week of January 28-February 3
- Students
- 243 positive cases
  - 20 quarantined
- Staff
- 48 positive cases
  - 0 quarantined
- Test and Stay cases:
- Students
- 290
- Staff
- 25
- School Committee Member McCullough made the following motion: Request that the Administration consider lifting the spectator restrictions at student sport events by Wednesday, February 9, 2022, pending the City Manager's decision. On a roll call of 7-0, the motion was approved. Hold for the next meeting.
- 2-17-22 - Superintendent Binienda provided an update on the COVID cases for February 11-17:
- |  |   |
|--|---|
| Students                                   | 68 positive                               |
| Staff                                      | 19 positive                               |
| Test and Stay                              | 62 positive students and 5 positive staff |
| 74% of staff are vaccinated                |   |
| 19% of students are vaccinated (two shots) |   |
| 16,983 students have received one shot     |   |
- (continued on Page 3)**

PRIOR ACTION (continued)

- 2-17-22 - School Committee Member Mailman stated that she reviewed the data on the state website for the MIIS (Massachusetts Immunization Information System) which indicated that 5-11 year olds were 38.9% vaccinated and 12-15 year olds were 72% vaccinated. She requested that the Superintendent's weekly email update should also contain vaccine updates for students and staff.
- School Committee Member Kamara requested that the update include graphs indicating the numbers by positive cases and vaccinations broken down by quadrants.
- Hold for updates at the next meeting.

X. GENERAL BUSINESS  
Administration/Mayor Petty/  
Clancey/Johnson/McCullough  
(February 22, 2022)

CURRENT ITEM - gb #2-65.1  
S.C. MEETING - 3-3-22

1ST ITEM gb #2-65 S.C.MTG. 2-17-22  
2ND ITEM gb #2-65.1 S.C.MTG. 3-3-22

ITEM:

Response of the Administration to the request to consider amending EBCFA on Face Coverings as contained in the School Committee's Policy Manual.

ORIGINAL ITEM: Mayor Petty/Clancey/Johnson/McCullough (February 10, 2022)

To consider amending EBCFA on Face Coverings as contained in the School Committee's Policy Manual.

PRIOR ACTION:

2-17-22 - School Committee Member Novick asked for clarification on what amendments to EBCFA are being proposed. She stated that MASC (Massachusetts Association of School Committees) amended the policy last week and requested the language be presented before deliberating.  
School Committee Member Mailman requested that the policy be amended to include parameters on the wearing and removing of masks as situations change.  
Mayor Petty stated that the amendments will be put forth and voted on at the March 3, 2022 School Committee meeting.  
Mayor Petty made the following motion:  
Request that the Administration amend policy EBCFA and provide the updated policy at the meeting of March 3, 2022.

BACKUP: The proposed amendments to the policy will be provided prior to the meeting.

Annex A (1 page) contains a copy of the revised MASC Policy EBCFA-Face Coverings dated February 10, 2022.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve the Face Coverings Policy as amended on a roll call.

## FACE COVERINGS

The \_\_\_\_\_ District is committed to providing a safe environment in schools during the ongoing COVID-19 pandemic. Maintaining a safe environment is critical to the District's ability to ensure students remain in a full-time classroom learning environment.

According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance and recommendations from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

A face covering that covers the nose and mouth is strongly recommended to be worn by individuals who remain unvaccinated or are otherwise immunocompromised in school buildings, and on school grounds, even when social distancing is observed.

Individuals who are vaccinated are not required to wear a mask, but may do so if desired.

**Students and staff returning from 5 day quarantine following a positive COVID test must follow strict mask use, other than when eating, drinking, or outside, and conduct active monitoring for symptoms, through day 10 of exposure.**

**Masks will be required in all school health offices.**

**By federal public health order, all students and staff are required to wear a mask on school buses.**

Guidance Statements: Massachusetts Department of Public Health

<https://www.mass.gov/info-details/covid-19-mask-requirements - mask-requirements-in-certain-locations->

<https://search.mass.gov/?q=school+health+offices>

Center for Disease Control and Prevention – Guidance for Covid-19 Prevention in K-12 Schools Updated January 13, 2022.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

Massachusetts Department of Elementary and Secondary Education – Fall 2021 Covid-19 Guidance Updated February 9, 2022

<https://www.doe.mass.edu/covid19/on-desktop/2022-0209mask-requirement-update.pdf>

SOURCE: MASC – February 10, 2022

X. GENERAL BUSINESS  
McCullough  
(February 14, 2022)

ITEM - gb #2-68  
S.C. MEETING - 3-3-22

ITEM:

Request that the Administration provide an update on the Environmental Tech Program at Worcester Technical High School.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.



X. GENERAL BUSINESS  
Administration  
(February 15, 2022)

ITEM - gb #2-69  
S.C. MEETING - 3-3-22

ITEM:

To set a date to recognize David Shea for receiving the Athletic Director Award from the Massachusetts Secondary Schools Athletic Directors Association.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Set the date for April 7, 2022.

X. GENERAL BUSINESS  
Administration  
(February 15, 2022)

ITEM - gb #2-70  
S.C. MEETING - 3-3-22

ITEM:

To set a date to recognize Kitren Farrell a teacher at South High Community School for receiving the Dr. Lee Gurel Award for Excellence in Teaching Advanced Placement English and Bryce Maloney a student who achieved the highest ranking score on the AP English examination.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Set the date for March 17, 2022.

X. GENERAL BUSINESS  
Administration  
(February 18, 2022)

ITEM - gb #2-71  
S.C. MEETING - 3-3-22

ITEM:

To consider approval of the Job Description for an Assistant Coordinator of Building and Grounds for the Facilities Department.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of the Job Description.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

**POSITION:** Assistant Coordinator of Buildings and Grounds  
**REPORTS TO:** Coordinator of Buildings and Grounds

**ACCOUNTABILITY OBJECTIVE:**

Under direction from the Coordinator of Buildings & Grounds the Assistant Coordinator of Buildings & Grounds supervises and directs maintenance and custodial work assigned to the Facilities staff. This position provides direct oversight of the maintenance and custodial supervisors and other facilities staff as needed.

**PRINCIPAL RESPONSIBILITIES:**

1. Responsible for assisting the coordinator in the selection process and hiring of Maintenance and Custodial Services personnel pursuant to appropriate civil service listings and labor contracts.
2. Responsible for supervising and evaluating the maintenance and custodial supervisors' work assignments.
3. Responsible for assisting in annual evaluations of all Maintenance and Custodial Services personnel.
4. Responsible for meeting with the department leadership on a regular basis to develop short and long-term goals & plans for the Facilities Department.
5. Responsible for overseeing the purchase and tracking of supplies, stock and tools needed to perform maintenance, cleaning, and rehabilitation of all facilities in the Worcester Public Schools.
6. Responsible for participating in budgetary preparation, identifying and recommending capital equipment needs and/or other improvements, as required.
7. Responsible for working with the maintenance and custodial supervisors, outside contractors, school principals & staff, administrators, and other authorized personnel in accomplishing the goals and objectives of the Worcester Public Schools' Facilities Department in an organized and timely fashion.
8. Responsible for inspecting and approving the work of outside contractors hired to make repairs and/or improvements to school property.
9. Responsible for carrying a system-provided phone for emergency calls 24-hours a day. This position is also responsible for being on call on a rotating basis.
10. Works with the Supervisors, the Coordinator of Buildings & Grounds to schedule, coordinate and provide coverage for vacation, personal and sick leave to maintain acceptable levels of maintenance and custodial staffing.
11. Responsible for compiling data and developing reports of all Facilities-related activities.
12. Assist with contracted vendors to manage capital improvements projects.
13. Responsible for providing equal educational and employment opportunity to all individuals regardless of race, color, gender, age, marital status, religion, gender identity, national origin, sexual orientation, homelessness, or disability.
14. Performance of other job-related duties as assigned.

**REQUIRED QUALIFICATIONS:**

1. Ten years Facilities-related work experience.
2. Demonstrates working knowledge of construction trades and practices.
3. Demonstrates organizational and leadership skills.
4. Demonstrates ability to effectively communicate with district personnel.
5. Demonstrates computer skills and report generation.

**PREFERRED QUALIFICATIONS:**

1. MA Construction Supervisor's License.
2. MCPPO Certification or willingness to acquire.
3. Experience in union negotiations and contract compliance.

**SALARY:** \$85,000 - \$90,000 Annually

**Work Year:** 12 months

**WORK DAY:** 7:30 a.m. - 3:30 p.m.

X. GENERAL BUSINESS  
Administration  
(February 18, 2022)

ITEM - gb #2-72  
S.C. MEETING - 3-3-22

ITEM:

To accept the Accelerating Literacy Learning with High-Quality Instructional Materials Grant (FC 719) in the amount of \$200,000 from the Massachusetts Department of Elementary and Secondary Education, effective February 17, 2022 through June 30, 2022.

PRIOR ACTION:

BACKUP: The purpose of this competitive grant program is to equip schools and districts with the high-quality core instructional materials needed to accelerate literacy learning, particularly as schools recover from extended closures and students require rich instructional support to accelerate their learning.

Annex A (11pages) contains a copy of the grant acceptance form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

### Grant Acceptance Form

**Name of Grant:** FY2022: Accelerating Literacy Learning with High-Quality Instructional Materials (FC 719)

**Type of Funder:** Massachusetts Department of Elementary and Secondary Education

**Awarded Amount:** \$200,000.00

**Grant Funding Period:** February 17, 2022 through June 30, 2022

**Project title:** Accelerating Literacy Learning with High-Quality Instructional Materials

**Program coordinator:** O'Neil/Melendez-Quintero

**Purpose:** The purpose of this competitive grant program is to equip schools and districts with the high-quality core instructional materials needed to accelerate literacy learning, particularly as schools recover from extended closures and students require rich instructional support to accelerate their learning.

**Description of the program:** Funding will be used to purchase American Reading Company (ARC) materials for dual language and transitional bilingual education classes in Kindergarten through Grade 6. ARC core provides high-quality curriculum and materials for biliteracy with special attention to the needs of multilingual learners. Through this grant, our goal is to expand the use of American Reading Company's core curricular materials and instructional approaches for dual language and transitional bilingual education. In addition, our aim is to expand the use of ARC materials beyond dual language and TBE.

**Program location:** District wide in programs with SEI as well as Woodland Academy; Chandler Elementary and La Familia Dual Language Academy.

**Outcomes and Measures:** ARC materials will be purchased and use expanded within these program that will result in improved literacy experiences for our students



OFFICE OF THE GOVERNOR  
**COMMONWEALTH OF MASSACHUSETTS**  
STATE HOUSE • BOSTON, MA 02133  
(617) 725-4000

**CHARLES D. BAKER**  
GOVERNOR

**KARYN E. POLITO**  
LIEUTENANT GOVERNOR

**Dear Carmen Melendez Quintero,**

Congratulations! We are pleased to inform you that **Worcester Public Schools** has been awarded funding through the *FC719: Accelerating Literacy Learning with High-Quality Instructional Materials* Grant in the amount of **\$200,000**.

We thank you for your commitment to use high quality instructional materials to improve and literacy experiences and outcomes for your students. Through this funding and your continued support, we hope to realize our vision of an excellent education in English Language Arts and Literacy for all students in Massachusetts.

Please review the attached letter from the Department of Elementary and Secondary Education regarding important next steps. There are specific actions that must be taken in order to access and utilize this funding. Please contact Dr. Mary L. Brown at [mary.l.brown@mass.gov](mailto:mary.l.brown@mass.gov) if you have any questions.

**Sincerely,**

A handwritten signature in cursive script that reads "Charles Baker".

Governor Charles D. Baker

A handwritten signature in cursive script that reads "Karyn E. Polito".

Lt. Governor Karyn E. Polito




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

**PART I – GENERAL**

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

<b>B. APPLICATION FOR PROGRAM FUNDING</b>				
<b>FUND CODE</b>	<b>PROGRAM NAME</b>	<b>PROJECT DURATION</b>		<b>AMOUNT REQUESTED</b>
		<b>FROM</b>	<b>TO</b>	
FY2022	STATE & FEDERAL– COMPETITIVE administered by the Office of Literacy and Humanities			\$200,000
730/719	Accelerating Literacy with High-Quality Instructional Materials	Upon Approval	06/30/2022	

C. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS.

<b>AUTHORIZED SIGNATORY:</b> 	<b>TITLE:</b> Superintendent
<b>TYPED NAME:</b> Maureen F. Binienda	<b>DATE:</b> February 17, 2022

<p><b>DATE DUE: January 7, 2022</b></p> <p><b>Proposals must be received at the Department by 5:00 p.m. on the date due.</b></p>
--

Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2022 (Upon approval to 6/30/2022)

Fund Code: FC 719

Program Name: Accelerating Literacy Learning with High-Quality Instructional Materials

Budget Line Item Category					Amount	
<b>1 ADMINISTRATOR SALARIES:</b>	<b># of staff</b>	<b>FTE</b>	<b>MTRS</b>		<b>Total Amount</b>	<b>COMMENTS</b>
				<input type="checkbox"/>		no allowable expenses
				<input type="checkbox"/>		
				<input type="checkbox"/>	\$ -	
<b>SUB-TOTAL</b>					\$ -	
<b>2 INSTRUCTIONAL/PROF STAFF SALARIES:</b>	<b># of staff</b>	<b>FTE</b>	<b>MTRS</b>		<b>Total Amount</b>	<b>COMMENTS</b>
				<input type="checkbox"/>	\$ -	no allowable expenses
				<input type="checkbox"/>	\$ -	
				<input type="checkbox"/>	\$ -	
				<input type="checkbox"/>	\$ -	
				<input type="checkbox"/>	\$ -	
				<input type="checkbox"/>	\$ -	
<b>SUB-TOTAL</b>					\$ -	
<b>3 SUPPORT STAFF SALARIES:</b>	<b># of staff</b>	<b>FTE</b>	<b>MTRS</b>		<b>Total Amount</b>	<b>COMMENTS</b>
				<input type="checkbox"/>	\$ -	no allowable expenses
				<input type="checkbox"/>	\$ -	
				<input type="checkbox"/>	\$ -	
<b>SUB-TOTAL</b>					\$ -	
<b>4 STIPENDS:</b>	<b># of Staff</b>	<b>Rate</b>	<b>Rate Type</b>	<b>MTRS</b>	<b>Total Amount</b>	<b>COMMENTS</b>
Teacher Instructional/Professional Staff	100	\$37	per hour	<input type="checkbox"/>	\$ 22,200	For six hours of professional develop
Administrator	10	\$42	per hour	<input type="checkbox"/>	\$ 2,600	For six hours of professional developme
				<input type="checkbox"/>	\$ -	
				<input type="checkbox"/>	\$ -	
<b>SUB-TOTAL</b>					\$ 24,800	
<b>5 FRINGE BENEFITS:</b>					<b>Total Amount</b>	<b>COMMENTS</b>
<b>5-a MTRS</b> (automatically calculates if MTRS box is checked)					\$ -	no allowable expenses
<b>5-b Other</b>					\$ -	
Health Insurance					\$ -	
Other Retirement Systems					\$ -	
Federal Insurance Contributions (FICA)					\$ -	
<b>SUB-TOTAL</b>					\$ -	

Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2022 (Upon approval to 6/30/2022)

Fund Code: FC 719

<b>6 CONTRACTUAL SERVICES:</b>		<b>Rate</b>	<b>Rate Type</b>	<b>Total Amount</b>	<b>COMMENTS</b>
Consultants/Prof Dev for Teachers & Support Staff		\$3,500	per hour	\$ 35,000	ARC Trainings
				\$ -	
				\$ -	
				\$ -	
				\$ -	
				\$ -	
<b>SUB-TOTAL</b>				\$ 35,000	
<b>7 SUPPLIES AND MATERIALS:</b>				<b>Total Amount</b>	<b>COMMENTS</b>
Textbooks/Related Software/Media/Materials				\$ 136,200	ARC English/Spanish language
				\$ -	
				\$ -	
				\$ -	
<b>SUB-TOTAL</b>				\$ 136,200	
<b>8 TRAVEL:</b>				<b>Total Amount</b>	<b>COMMENTS</b>
				\$ -	no allowable expenses
				\$ -	
				\$ -	
				\$ -	
<b>SUB-TOTAL</b>				\$ -	
<b>9 OTHER COSTS:</b>				<b>Total Amount</b>	<b>COMMENTS</b>
				\$ -	no allowable expenses
				\$ -	
				\$ -	
				\$ -	
<b>SUB-TOTAL</b>				\$ -	
<b>10 INDIRECT COSTS</b> (use indirect costs calculator)		enter rate %			<b>COMMENTS</b>
		2.04%		\$4,000	
<b>11 EQUIPMENT:</b>				<b>Total Amount</b>	<b>COMMENTS</b>
Items costing \$5,000+ per unit & having a useful life 1+ years				\$ -	no allowable expenses
				\$ -	
<b>SUB-TOTAL</b>				\$ -	
<b>TOTAL FUNDS REQUESTED</b>				<b>\$ 200,000</b>	

**Name of Grant Program:**  
Accelerating Literacy Learning with High-Quality Instructional Materials

**Fund Code: 719**

**PART III – REQUIRED PROGRAM INFORMATION**

**PART A - Contact and Demographic Information**

<b>A1. District/LEA name</b>	Worcester Public Schools		
<b>A2. Contact Person for this proposal</b>	<b>Name/Role:</b> Carmen Melendez-Quintero	<b>Email:</b> melendezquinteroc@worcesterschools.net	<b>Phone:</b> (508) 799-3623
<b>A3. Grade band for which funds are requested (check one)</b>	<input type="checkbox"/> K-2 <input checked="" type="checkbox"/> K-5 (K-6) <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12 <input type="checkbox"/> other: _____		

**PART B – PARTICIPATING SCHOOL INFORMATION**

Provide information about the school(s) that will participate in the grant. Add rows if needed.

School Name	Number of students enrolled in the grade band identified in A3 (data available <a href="#">here</a> ) <b>KINDERGARTEN THROUGH GRADE 6</b>	Number of core classroom teachers in the grade band identified in A3 <b>KINDERGARTEN THROUGH GRADE 6</b>	Number of <i>additional instructional staff</i> (Title I, paraprofessionals, ELL/ESL, special education, interventionists, etc.) who work with students on ELA/Literacy in the grade band identified in A3
Woodland Academy	472	26	17
Chandler Magnet Elementary School	436	26	16
La Familia Dual Language School	151	9	8
District elementary schools with SEI programs	Total K – 6 students 12,120* *Of this number, 4,830 are English Learners		

**PART C – NARRATIVE RESPONSES**

C1. Please **summarize** your interest in the Accelerating Literacy Learning with HQIM grant by addressing broadly (a) What do you hope to accomplish through participating in this grant, and (b) how will the funds result in improved ELA/Literacy experiences for your students? [response length limit: 300 words]

Across the district, our Kindergarten through Grade 3 SEI classes utilize Fountas and Pinnell for literacy instruction with the exception of the classrooms in the dual language and transitional bilingual education programs. After extensive research and piloting, last year, we adopted American Reading Company for all literacy instruction in our dual language and transitional bilingual education classes in Kindergarten through Grade 6. ARC core provides high-quality curriculum and materials for biliteracy with special attention to the needs of multilingual learners. Through this grant, our goal is to expand the use of American Reading Company's core curricular materials and instructional approaches for dual language and transitional bilingual education. In addition, our aim is to expand the use of ARC materials beyond dual language and TBE. To accomplish this goal, we aim both to purchase high quality ARC texts for SEI elementary classrooms and also to pilot the use of American Reading Company Core in one SEI kindergarten classroom as a replacement to Fountas and Pinnell. Based on the available research on ARC and F&P, we anticipate that the expanded use of ARC Core will result in improved literacy experiences for our students.

**C2. Please describe current literacy priorities, goals, and/or initiatives and how the adoption of new high-quality instructional materials will fit into existing efforts. [response length limit: 300 words]**

The district has literacy as a high priority for improvement. Over the past few years, we have developed a literacy vision and values for all grade levels and schools. We have invested significant resources in literacy materials and professional learning. We have adopted American Reading Company Core in bilingual programs and supported this adoption with intensive coaching both from ARC and from the Office of Multilingual Education.

The adoption of new high-quality instructional materials will fit into existing efforts in the District. The *WPS Literacy Plan* provides that all students will:

**Engage in authentic inquiry within and beyond the classroom walls to ignite their intellectual curiosity and expand their knowledge of the world and of others.** A culture of inquiry honors and supports each student's thinking, perspective, voice, and thirst for knowledge. As students think across texts, choose their own books to read, access digital content, and explore various writing forms, they pursue lines of inquiry that interest and engage them as learners, building knowledge of rich content and themes across a range of disciplines.

**Read, think, talk, and write about texts that are culturally relevant, reflect the diversity in our world, and vary in genre, content, and perspective.** A rich and authentic text base is the foundation for classroom work. Books and texts are at the heart of literacy learning: exciting texts to stir student's imagination, beautifully-crafted books to enhance students' language and knowledge of story, challenging texts to lift every reader, and diverse texts to expand readers' life experiences and knowledge of the world and its people. Different texts serve different purposes, sometimes intensifying understandings and beliefs that students already hold, and sometimes extending or reframing students' perspectives about the world.

**C3. If new high-quality, core instructional materials have already been selected**

What curricular materials were chosen? Please describe the process that was conducted that led to this selection. Who led the process, who was involved, and what criteria was used to make the choice? [response length limit: 200 words]

American Reading Company Core materials (ARC) Core is highly rated by both CURATE and EdReports. In the 2019-2020 school year, we led an extensive process within our district to select ARC Core materials for adoption in our dual language and transitional bilingual education programs. The process was led by our Assistant Director of Multilingual Education in collaboration with Dr. Patrick Proctor; a Boston College professor who specializes in bilingualism, language, and literacy and has worked with us for several years to strengthen and grow our bilingual programs. The curriculum pilot evaluation committee was composed of dual language teachers, a transitional bilingual education teacher, a bilingual literacy specialist, an ESL teacher, an instructional coach, and a dual language parent with representation across our three elementary schools with bilingual programs. This committee was



<p>informed by current research, independent evaluations of the curricular materials, feedback from teachers who had piloted three different curricula, and extensive reviews of each curriculum. The committee’s criteria for evaluation were focused in the areas of early literacy and reading instruction, oral language, and writing, quality of texts, cultural competence, and assessment. Based on this comprehensive evaluation, ARC was selected as the highest quality curriculum available for biliteracy.</p>
<p><b>C3. If new high-quality, core instructional materials have not yet been selected</b> Describe the process you plan to conduct that will lead to a selection of new curricular materials. Who will lead the process, who will be involved, and what criteria will be used to make the choice? When will the choice be made? [response length limit: 200 words]</p>
<p>As discussed in the answer to question C3 (see above), new high-quality core instructional materials have already been selected based on our extensive review process carried out in 2019-2020.</p>
<p><b>C4. When is it expected that teachers will begin using the new curricular materials? How much professional development (funded by this grant) will be offered to educators before June 30, 2022 (e.g., how many hours or days) and what will that initial PD entail? [response length limit: 100 words]</b></p>
<p>For teachers using ARC materials already - they start using the new materials as soon as they are provided to them. For teachers who have not yet begun using ARC and who have not yet participated in professional development to use the materials effectively, the expectation will be begin using the new curricular materials for the 2022-2023 school year. Professional development will be provided before June 30, 2022 so that these teachers are prepared to use the materials. SEI K teacher who will pilot ARC Core, ESL teachers, literacy specialists, instructional coaches, classroom teachers receiving new ARC books, and administrators.</p>
<p><b>C5. What support will educators receive over time, beyond the initial “roll-out” PD, to skillfully implement the new materials? [response length limit: 200 words]</b></p>
<p>Over time, educators will continue to be offered ARC PD and coaching as has been part of our initial implementation of ARC Core in dual language and TBE programs. This PD and coaching is job-embedded and designed in collaboration with ARC and the district to ensure it meets the need of our educators. In addition, educators will receive ongoing support including coaching from the Office of Multilingual Education to support the ongoing implementation of ARC curriculum.</p>
<p><b>C6. What does culturally responsive practice currently look like in participating schools? What plans exist to continue to strengthen culturally responsive practice? [response length limit: 200 words]</b></p>
<p>Culturally responsive practices are a core tenet of the district’s continued work. We have worked with several consultants over the past few years to explore and build an in-depth understanding of culturally responsive practices. In addition, within the context of our dual language and transitional bilingual education programs, we have extended our work to culturally sustaining pedagogy to ensure that student’s linguistic and cultural backgrounds are not just honored and brought into the classroom, but also nurtured to grow and flourish. At Woodland, La Familia, and Chandler Magnet, this is a core tenet of our work for bilingual programs and multilingual learners. The district plans to continue its focus on culturally responsive practices for many years to come with continued collaboration with consultants such as Dr. Irvin Scott, Harvard University, and Dr. Patrick Proctor, Boston College.</p>
<p><b>C7. How will culturally responsive practice be included as a consideration in the selection, adoption, and/or implementation of new curricular materials for literacy? [response length limit: 200 words]</b></p>
<p>One of the primary reasons for the selection of ARC Core was the high criteria for text selection that ARC practices as well as the opportunities for cultural responsiveness offered by the inquiry-based approach in which students are pursuing their own research questions on relevant and meaningful topics. In our evaluation report, the following items were highlighted as ways in which ARC is responsive to students’ diverse cultural backgrounds and supports students in building cultural competence:</p> <ul style="list-style-type: none"> <li>● Engages students in exploring relevant research questions</li> <li>● Texts center stories of the US Latinx experience normalizing bilingual life and identify</li> </ul>

- Representation of diverse, multicultural perspectives
- These features of ARC will be front and center in our continued adoption of ARC curriculum and materials as well as the training we provide for ongoing implementation.

**BUDGET NARRATIVE**

<b>Line Number</b>	<b>Justification</b>	<b>Subtotal for Line</b>
<b>4. Stipends</b>	Stipends for teachers, literacy specialists, coaches, and administrators to attend ARC PD  100 staff members x \$37/hour x 6 hours = \$22,200 10 administrators x \$42/hour x 6.19 hours = \$2,600	<b>\$24,800</b>
<b>TOTAL LINE 4</b>		<b>\$24,800</b>
<b>6. Contractual Services</b>	ARC Trainings for: -SEI K classroom implementation -ESL teachers -Literacy specialists -Instructional coaches -Classroom teachers receiving new ARC books -Administrators  10 days x \$3,500/day = \$35,000	<b>\$35,000</b>
<b>TOTAL LINE 6</b>		<b>\$35,000</b>
<b>7. Supplies and materials</b>	ARC Core for pilot in one SEI K classroom at Woodland Academy	<b>\$11,400</b>
	ARC Core expansion into one DL Grade 2 classroom at La Familia	<b>\$22,800</b>
	ARC English and Spanish language books for SEI classes across district	<b>\$50,000</b>
	ARC English language books for ESL classroom libraries at Woodland, La Familia, and Chandler Magnet	<b>\$15,000</b>
	ARC Spanish language books for SEI and DL classes at Woodland Academy	<b>\$12,000</b>
	ARC Literacy Toolkits for DL and TBE classes at Woodland Academy, Chandler Magnet, and La Familia	<b>\$25,000</b>
<b>TOTAL LINE 7</b>		<b>\$136,200</b>
<b>SUBTOTAL OF DIRECT COSTS</b>		<b>\$196,000</b>
<b>10 Indirect costs</b>	Indirect costs at city required rate 2%	<b>\$4,000</b>
<b>TOTAL</b>		<b>\$200,000</b>

# FY2022: Accelerating Literacy Learning with High-Quality Instructional Materials

## Fund Codes: 730/719

### **Purpose:**

The purpose of this competitive grant program is to equip schools and districts with the high-quality core instructional materials needed to accelerate literacy learning, particularly as schools recover from extended closures and students require rich instructional support to accelerate their learning.

This grant will support schools and districts to purchase new core instructional materials for literacy, as well as initial professional development for educators to implement those materials. High-quality core curricular materials for any grade, kindergarten through grade 12, are eligible.

### **Priorities:**

DESE seeks to award Literacy Acceleration grants to entities (e.g., schools and districts, charter schools, collaboratives, approved special education programs) that:

- Demonstrate a pre-existing priority on literacy, which the new curricular materials directly support, and evidence that implementation of the new resources will be sustainable;
- Have conducted or plan to conduct an intentional and inclusive process to select new curricular materials that meet local needs and priorities;
- Articulate a plan to provide robust, ongoing and embedded support for educators who are expected to use new curricular materials;
- Will advance culturally responsive practice as part of implementing new curricular materials.

Priority will be given to:

- Entities serving fewer than 2000 students total (e.g., a district or charter school whose total student population is fewer than 2000 students); **and/or**
- Districts and schools in chronically underperforming status; **and/or**
- Entities that are currently implementing literacy curricular materials that do not meet expectations for quality based on a third-party review, and are planning to replace those with high-quality instructional materials. (See Additional Information below for more details.)

### **Eligibility:**

All Massachusetts public school districts, charter schools, collaboratives, and approved special education programs are eligible to apply.

All schools in the district serving the designated grade band must participate in the purchase and implementation of curricular materials under this grant. For instance, if the district is funded to purchase curricular materials for grades 6–8, all schools in the district that serve grades 6–8 must participate.

### **Funding Type:**

State

Federal (CFDA 84.425U)



**Funding:**

Approximately \$944,000 is available for schools and districts. The maximum award for any LEA is \$200,000.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available, it will be distributed under the same guidelines that appear in this RFP document.

**Fund Use:**

Funds may be used towards:

- 1. Purchase of high-quality core curricular materials for ELA/Literacy in any grade or grade span**
  - Core curricular materials are used as the primary instructional material for core, or Tier 1, instruction.
  - "High quality core curricular materials" is defined as: comprehensive curricular materials for ELA/Literacy that are rated "meets expectations" or "partially meets expectations" overall based upon a [CURATE](#) review. If a CURATE review is not available, materials must be rated "all-green" on [EdReports](#)' Gateway 1 and Gateway 2 to meet the definition of "high-quality."
  - Comprehensive core curricular materials (K–12) and [reading foundational skills](#) core curricular materials (K–3) are both eligible.
  - The purchase must be made by June 30, 2022.
  - If the selected curricular materials are hard-copy, this grant will fund purchase of all core components for all participating classrooms and schools. If the materials are digital, this grant will fund up to a 3-year license package which includes all the program's core components for all participating schools.
- 2. Initial professional development at all schools using the new curricular materials purchased as part of this grant.**
  - Curriculum publishers often offer initial professional development as part of the curriculum purchase package. That can be funded under this grant.
  - Recipients may opt to purchase initial PD from any vendor listed on the [Professional Learning Partner Guide](#) instead of the publisher.
  - Note: This grant funding must be spent by June 30, 2022, so only introductory PD occurring before June 30, 2022 will be eligible for funding.
- 3. Stipends for educators and community members who are participating in a team or committee process to select curricular materials for their school or district (e.g., serving on a district Curriculum Committee)**
- 4. Stipends for educators to attend professional development on new curricular materials beyond regular contractual hours, if necessary**

Funds may not be used towards technology (e.g., iPads, headphones, smart boards), substitute costs, consultants, or staffing.

**Project Duration:**

Upon Approval – 6/30/2022

X. GENERAL BUSINESS  
Novick  
(February 23, 2022)

ITEM - gb #2-73  
S.C. MEETING - 3-3-22

ITEM:

Request administration update the Worcester School Committee on after school/additional learning time programs being funded through federal Elementary and Secondary Schools Emergency Relief funds, as required under the terms of the grant.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to administration for a report at the March 17 meeting.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS  
Novick  
(February 23, 2022)

ITEM - gb #2-74  
S.C. MEETING - 3-3-22

ITEM:

To consider an update on the municipal broadband committee.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Consider update.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS  
Novick  
(February 23, 2022)

ITEM - gb #2-75  
S.C. MEETING - 3-3-22

ITEM:

To consider a pilot municipal sidewalk clearing program in the interest of student and other pedestrian safety and to ensure winter student attendance.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Joint Committee on Education and Finance and Operations.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS  
Novick  
(February 23, 2022)

ITEM - gb #2-76  
S.C. MEETING - 3-3-22

ITEM:

Request the Superintendent direct Durham School Services to notify the Worcester Public Schools Transportation Department of the buses, routes, and trips not running or being covered by a different route by 6 am each school day morning and 1 pm each school day afternoon for both coverage and communication purposes.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Superintendent.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS  
Kamara  
(February 23, 2022)

ITEM - gb #2-77  
S.C. MEETING - 3-3-22

ITEM:

Request that the Administration provide a report regarding the way in which it handles student discrimination, harassment and racism.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS  
Kamara  
(February 23, 2022)

ITEM - gb #2-78  
S.C. MEETING - 3-3-22

ITEM:

To consider developing a diversity, equity, inclusion and justice (DEIJ) statement to be posted on the website and on all job postings.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS  
Administration  
(February 23, 2022)

ITEM - gb #2-79  
S.C. MEETING - 3-3-22

ITEM:

Request that the School Committee APPROVE the APPOINTMENT of the following provisional civil service employee as a School Nurse, effective as shown:

Rodriguez, Celena, Forest Grove Middle School, Bachelor's, Step 1, \$50,262.00, effective February 17, 2022. License Pending: School Nurse All Levels.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.



X. GENERAL BUSINESS  
Administration  
(February 23, 2022)

ITEM - gb #2-80  
S.C. MEETING - 3-3-22

ITEM:

To accept the Early College Full School Impact Planning Grant (FC 466) in the amount of \$150,000 from the Massachusetts Department of Elementary and Secondary Education, effective January 10, 2022 through June 30, 2022.

PRIOR ACTION:

BACKUP: The purpose of this competitive grant is to provide significant planning and resources to support a district and/or high school and college partner in designing and developing an impactful, large scale, or "full school" immersive Early College program model. This program is to be piloted over the course of three years (with students being enrolled no later than FY24). Plans that are approved by the Early College Joint Committee will also be eligible for additional implementation funding through ESSR funds.

Annex A (21 pages) contains a copy of the grant acceptance form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

### Grant Acceptance Form

**Name of Grant:** Early College Full School Impact Planning Grant (FC 466)

**Type of Funder:** Massachusetts Department of Elementary and Secondary Education

**Awarded Amount:** \$150,000.00

**Grant Funding Period:** January 10, 2022 through June 30,2022

**Project title:** Addressing Disparities During the COVID-19 Pandemic

**Program coordinator:** O'Neil/Sippel

**Purpose:** The purpose of this competitive grant is to provide significant planning and resources to support a district and/or high school and college partner in designing and developing an impactful, large scale, or "full school" immersive Early College program model. This program is to be piloted over the course of three years (with students being enrolled no later than FY24). Plans that are approved by the Early College Joint Committee will also be eligible for additional implementation funding through ESSR funds.

**Description of the program:** Early College Worcester (ECW) has been a designated Massachusetts Early College Program since the fall of 2018 and has supported hundreds of Worcester Public School (WPS) students to successfully complete credit-bearing dual enrollment courses at Quinsigamond Community College (QCC) and Worcester State University (WSU). We propose to focus efforts in one of our high schools, Claremont Academy, to implement a full-school (wall-to-wall) Early College model. Claremont Academy would provide WPS, QCC, and WSU a unique opportunity to collaborate in building an immersive program model that deepens implementation of the Massachusetts Early College Program Guiding Principles, and better meet the needs of its students.

**Program location:** Claremont Academy

**Outcomes and Measures:** By the end of the plan process, an Early College model for Claremont Academy has been developed that includes implementation plan.

**NAME OF GRANT PROGRAM:** Early College Full School Impact Planning Grant      **FUND CODE:** 466

**FUNDS ALLOCATED:** \$ 600,000 (State)

**FUNDS REQUESTED:** \$ 750,000

**PURPOSE:** The purpose of this grant is to provide significant planning and resources to support a district and/or high school and college partner in designing and developing an impactful, large scale, or "full school" immersive Early College program model.

**NUMBER OF PROPOSALS RECEIVED:** 8

**NUMBER OF PROPOSALS RECOMMENDED:** 4

**NUMBER OF PROPOSALS NOT RECOMMENDED:** 4

**RESULT OF FUNDING:**

Four applicants will receive funding to plan a "full school" Early College program or school. These plans will be developed in partnership with provided coaching support. Plans will be presented to the Early College Joint Committee for approval in June 2022.

The awarded recipients intend to expand college going access to student populations, especially those traditionally underserved in higher education, through the development and implementation of their Early College programs.

<b>RECIPIENTS</b>	<b>AMOUNTS</b>
Bard College at Simon's Rock	\$150,000
Massachusetts College of Liberal Arts	\$150,000
Veritas Preparatory Charter School	\$150,000
Worcester Public Schools	\$150,000
<b>TOTAL STATE FUNDS</b>	<b>\$600,000</b>

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

**PART I - GENERAL**

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

<b>B. APPLICATION FOR PROGRAM FUNDING</b>				
FUND CODE	PROGRAM NAME	PROJECT DURATION		AMOUNT REQUESTED
		FROM	TO	
FY2022	STATE- COMPETITIVE administered by the Early College Program			\$150,000
FC466	Early College	Upon Approval	06/30/22	

C. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS.

<b>AUTHORIZED SIGNATORY:</b> <i>Maureen F. Binienda</i>	<b>TITLE:</b> Superintendent
<b>TYPED NAME:</b> Maureen F. Binienda	<b>DATE:</b> 11/10/21

**DATE DUE: November 19, 2021**

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

Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2022

Fund Code: 466

Program Name: Early College

Budget Line Item Category					Amount	
<b>1 ADMINISTRATOR SALARIES:</b>					<b>Total Amount</b>	<b>COMMENTS</b>
	# of staff	FTE	MTRS			
			<input type="checkbox"/>			
			<input type="checkbox"/>			
			<input type="checkbox"/>			
<b>SUB-TOTAL</b>					<b>\$ -</b>	
<b>2 INSTRUCTIONAL/PROF STAFF SALARIES:</b>					<b>Total Amount</b>	<b>COMMENTS</b>
	# of staff	FTE	MTRS			
			<input type="checkbox"/>		\$ -	
			<input type="checkbox"/>		\$ -	
			<input type="checkbox"/>		\$ -	
			<input type="checkbox"/>		\$ -	
			<input type="checkbox"/>		\$ -	
<b>SUB-TOTAL</b>					<b>\$ -</b>	
<b>3 SUPPORT STAFF SALARIES:</b>					<b>Total Amount</b>	<b>COMMENTS</b>
	# of staff	FTE	MTRS			
			<input type="checkbox"/>		\$ -	
			<input type="checkbox"/>		\$ -	
			<input type="checkbox"/>		\$ -	
<b>SUB-TOTAL</b>					<b>\$ -</b>	
<b>4 STIPENDS:</b>					<b>Total Amount</b>	<b>COMMENTS</b>
	# of Staff	Rate	Rate Type	MTRS		
Administrator	10	\$42	per hour	<input type="checkbox"/>	\$ 7,434	Program activities
Teacher Instructional/Professional Staff	80	\$37	per hour	<input type="checkbox"/>	\$ 42,846	Program activities
Administrator	1	\$42	per hour	<input type="checkbox"/>	\$ 5,460	Grant implementation
				<input type="checkbox"/>	\$ -	
<b>SUB-TOTAL</b>					<b>\$ 55,740</b>	
<b>5 FRINGE BENEFITS:</b>					<b>Total Amount</b>	<b>COMMENTS</b>
5-a MTRS (automatically calculates if MTRS box is checked)					\$ -	
5-b Other					\$ -	
Health Insurance					\$ -	
Other Retirement Systems					\$ -	
Federal Insurance Contributions (FICA)					\$ -	
<b>SUB-TOTAL</b>					<b>\$ -</b>	

Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2022

Fund Code: 466

6 CONTRACTUAL SERVICES:		Rate	Rate Type	Total Amount	COMMENTS
Consultants/Prof Dev for Teachers & Support Sta		\$100	per hour	\$ 25,006	Instruction/Pedagogy Consultant
Other (Family Engagement)		\$100	per hour	\$ 12,500	Community/Family/LEI
Other (Higher Education Partner)		\$100	per hour	\$ 7,500	Worcester State
Other (Higher Education Partner)		\$100	per hour	\$ 20,000	Quinsigamond CC
Substitutes (long and/or short term)		\$85	per day	\$ 2,550	For teacher coverage
				\$ -	
<b>SUB-TOTAL</b>				<b>\$ 67,556</b>	
7 SUPPLIES AND MATERIALS:				Total Amount	COMMENTS
Other (Outreach materials)				\$ 2,788	Materials family engagement
				\$ -	
				\$ -	
				\$ -	
<b>SUB-TOTAL</b>				<b>\$ 2,788</b>	
8 TRAVEL:				Total Amount	COMMENTS
Grant Program Manager/Coordinator				\$ 6,972	Travel to EC college exploration
Certified Classroom Teachers (group instruction)				\$ 6,972	Travel to EC college exploration
Other (Community members)				\$ 6,972	Travel to EC college exploration
				\$ -	
<b>SUB-TOTAL</b>				<b>\$ 20,916</b>	
9 OTHER COSTS:				Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	
				\$ -	
<b>SUB-TOTAL</b>				<b>\$ -</b>	
10 INDIRECT COSTS (use indirect costs calculator)		enter rate %		Total Amount	COMMENTS
		2.05%		\$3,000	At agreed upon rates
<b>SUB-TOTAL</b>				<b>\$ -</b>	
11 EQUIPMENT:				Total Amount	COMMENTS
Items costing \$5,000+ per unit & having a useful life 1+ years				\$ -	
				\$ -	
<b>SUB-TOTAL</b>				<b>\$ -</b>	
<b>TOTAL FUNDS REQUESTED</b>				<b>\$ 150,000</b>	

**Part III Questions**

- 1. Please describe your interest and motivation in applying for the Early College Full School Planning Grant. Ensure your response aligns with the mission of the MA Early College Program and the related Guiding Principles. Your response should include an overview of the vision for the Early College School model being introduced, a description of the intended partners involved (including any secondary partners such as non-profit or business organizations), and the preliminary outcomes the program hopes to achieve.**

Early College Worcester (ECW) has been a designated Massachusetts Early College Program since the fall of 2018 and has supported hundreds of Worcester Public School (WPS) students to successfully complete credit-bearing dual enrollment courses at Quinsigamond Community College (QCC) and Worcester State University (WSU). WPS, QCC, and WSU partners closely coordinate counseling, mentoring, and workshop services to ensure increased access for students and successful completion of at least twelve (12) college credits for enrolled students. ECW is unique within the Commonwealth in that the program provides access to students from all seven of its comprehensive high schools.

We propose to focus efforts in one of our high schools, Claremont Academy, to implement a full-school (wall-to-wall) Early College model. Claremont Academy would provide WPS, QCC, and WSU a unique opportunity to collaborate in building an immersive program model that deepens implementation of the Massachusetts Early College Program Guiding Principles, and better meet the needs of its students.

**Guiding Principle 1: Equitable Access**

Claremont Academy is the lowest subscribed of the seven high schools within the ECW program, with enrolled students making up just 9% of its high school enrollment (the school currently has 337 students in grades 9 to 12). Only 14 of its 31 ECW-enrolled students are taking a college course for the fall 2021 semester. Claremont Academy currently serves 518 students in Grades 7 to 12 and is located in Worcester’s “Main South” neighborhood, an area of tremendous assets and unrealized potential that has historically been economically marginalized. The demographic makeup of the Claremont student population has historically shown larger percentages of various selected student populations relative to the district and state.

<b>Claremont Academy Selected Student Populations (2020-21)</b>	<b>% of School</b>	<b>% of District</b>	<b>% of State</b>
Students of Color	93.6	71.2	43.3
First Language not English	80.8	58.7	23.4
English Language Learner	36.1	30.2	10.5
Students With Disabilities	14.3	21.2	18.7
High Needs	90.7	80.6	51.0
Economically Disadvantaged	75.8	64.3	36.6

*Source: DESE School and District Profiles, 2021*

The student population at Claremont Academy presents Worcester and Massachusetts with a unique opportunity to expand equitable access to high need students through an immersive full school Early College program model.

#### Guiding Principle 2: Guided Academic Pathways

Using a full school program model, all Claremont students will be guided through a structured sequence of college courses that will also satisfy Mass Core/high school graduation requirements and allow them the opportunity to earn at least 30 college credits. Program design and timely support from guidance counselors will assist students in customizing their coursework to align with their emerging postsecondary goals. ECW partners (WPS, QCC and WSU) are already engaged in planning for citywide Mass Transfer Block, Associate Degree, and Technical Certificate pathways that will provide a foundation for the Claremont Academy course sequences that may also align with career technical certification options at QCC.

#### Guiding Principle 3: Enhanced Student Support

Claremont Academy is a true community school that is co-located with Woodland Academy (Grades PreK-6) and offers a broad range of social support services to its students and families. Enhancing our existing support systems is imperative to our students' success during the implementation of a wall to wall model. Extending our student support beyond the school to include community partners such as Upward Bound, Latino Education Institute, Dynamy, Boys and Girls Club and more will provide more wrap around support to our students.

- A Family Health Center is housed within the school and shared with Woodland Academy.
- Two School Adjustment Counselors collaborate with site-based Behavioral Health Specialists, Guidance Counselors, and the School Psychologist to support students with a wide range of social-emotional needs.
- Partnership with Clark University that places interns and student teachers at Claremont through its Graduate School of Education Master of Arts in Teaching (MAT) program, Clark also sponsors the Collegiate Success Institute (CSI), professional book clubs for Claremont faculty, the Adams Scholar program, and dual enrollment opportunities for Claremont students.
- The ECW embedded mentorship program places current college students from QCC and WSU with ECW students to serve as a source of support to students, especially those who are first generation college students. Engagement includes panels and college student leadership at events as well as through deepened relationships with designated college student mentors outside of the college/class environment.
- ECW has been successful in offering courses that particularly welcome and value the assets of emerging bilingual students (English Language Learners). WSU and QCC faculty identify and build courses taught in multiple languages with high cultural relevance and these are promoted in the community through the Latino Education Institute @ WSU. Faculty introduce students with no prior exposure or interest in higher learning to manageable, hands-on learning opportunities that spark interest and higher aspirations through stackable one-credit course options.



- Family engagement efforts at Claremont Academy include standard practices such as parent nights and conferences, special events such as a fall "Coffee House" and spring math carnival, adult ESL classes, and a monthly Site Council held in conjunction with Woodland Academy.
- QCC/WSU staff facilitates the seven-part ECW workshop series offered at all seven of the district's high schools and on the WSU and QCC campuses. Topics include: (1) *College Path and College Planning*; (2) *Career Exploration*; (3) *Financial Aid and Budgeting*; (4) *College Application Process*; (5) *Time Management and Goal Setting*; (6) *Dress for Success and Networking*; (7) *Navigating College: Getting What You Need to Reach Success*.

#### Guiding Principle 4: Connection to Career

Claremont currently engages its students in the district's 10-week College and Career Readiness courses in Grades 9 and 10 which is aligned with the state's MyCAP framework. WPS is already discussing with QCC the possibility of co-constructing a redesigned "First Year Experience" (FYE) course that could be offered to students in Grade 9. The curriculum of this freshman FYE course would orient students to meaningful personal and career exploration and envision academic preparation as a means to ensure they have access to the largest range of postsecondary opportunities possible. Importantly, students will understand the critical role college degrees play in expanding professional and career opportunities for individuals over time.

Claremont students will also participate in expanding career exploration opportunities that take advantage of the diverse business community within Worcester. For example: The Massachusetts Biomedical Initiative (MBI) supports the ECW program through grants for student supports. Multiple career sectors are experiencing tremendous growth within the city and wider central Massachusetts region. Through the WPS Connecting Activities program, Claremont is offering opportunities for students to explore these careers beginning in grades 7. This exposure and engagement will deepen through a full-school Early College model.

#### Guiding Principle 5: Effective Partnerships

Claremont Academy will build on the deep partnership that WPS has established with QCC and WSU through the implementation of the ECW program. Claremont, QCC and WSU faculty and staff will collaborate to design and implement an engaging and effective course sequence that is aligned with MassCore/WPS graduation requirement and students' emerging postsecondary career aspirations. Claremont will also deepen existing partnerships with the Main South Community Development Corporation, the Boys and Girls Club, YMCA, African Community Education (ACE), Clark University, the Latino Education Institute, ENcouraging LATinos to AChieve Excellence (ENLACE) Girls on the Run, Girls Promoting Safety (GPS), Dollars for Scholars and additional organizations.

- 
- 2. This grant prioritizes program models that plan to significantly increase access and equity for students underrepresented in higher education by increasing the college going rates for those students. Identify the need for this new model by providing data to support the program's plan to intentionally and substantially increase access and equity. Please**

**include any community engagement that has taken place regarding the potential program or plans for initial outreach.**

A full school Early College model will give Claremont Academy the opportunity to dramatically increase the percentage of its students who enroll and persist in postsecondary education and complete 2- and 4-year college degrees. Approximately half of Claremont graduates have enrolled in college immediately following graduation over the last several years, with these averages varying for Hispanic/Latino students, English Learners, and High Needs students. Claremont graduates enroll in postsecondary education at rates consistently lower than those for the district and the state. The most recent National Student Clearinghouse data indicate that from the class of 2013, 35.4% of Claremont graduates have thus far persisted to a second year of postsecondary education and 17.7% have earned a 2- or 4-year degree after 6 years (DESE, 2021).

**% of Claremont graduates enrolled in postsecondary education (immediately after graduation)**

<b>Student Population/ Graduation Year</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
All Graduates	58.1	57.4	50.0	42.6	52.5	43.0	48.7
Hispanic/Latino	51.7	54.5	46.9	37.8	33.3	37.5	43.1
English Learner	46.2	50.0	46.9	41.9	30.8	31.7	39.5
High Needs	58.3	55.4	49.1	43.4	54.2	42.1	44.9

*Source: DESE Edwin Analytics/National Student Clearinghouse, 2021.*

Additionally, it is worthwhile to note the 17.7 % of students who have persisted and have earned a 2 - or 4-year degree after six years. The What Works Clearinghouse (WWC) reviewed dozens of studies against their strict criteria and found a medium-to-large evidence base that shows positive impacts on college enrollment and completion from participating in dual enrollment. (Source: What Works Clearinghouse (2017), Transition to College Intervention Report: Dual Enrollment Programs). Early college can assist students with the issue of persistence in that it helps to address the issue of students being unprepared for college which is a key transition issue for first generation college students. If students do not resolve transition issues in the first year, especially during the first semester, the likelihood of persistence is decreased, (Raab & Adam, 2005).

Plans for initial outreach and engagement center on (1) building awareness regarding the full school Early College model across our diverse stakeholders and partners, (2) understanding the ideas and concerns these stakeholders have about the model, and (3) ensuring the meaningful involvement of all of these groups in the planning process. Activities will include:

- Focus groups with parents/caregivers and students, community groups including Upward Bound and Dynamy, and engagement with the families of 5th and 6th grade students at Woodland Academy (Claremont’s main feeder school)
- Brainstorming sessions with Claremont Academy teachers and staff

- Interviews with leaders of existing community partner organizations, local elected officials (including School Committee members), and key institutional leaders within WPS, QCC, and WSU
  - Multiple guided site visits to early college programs that serve students with a similar demographic profile (to include WPS+QCC+WSU faculty and staff, parents/caregivers, students, and community members)
  - The launching of a steering committee with various advisory groups to support the planning along several specific dimensions
- 

**3. Please provide a preliminary description of the physical and logistical challenges and opportunities related to developing a large scale/full school immersive Early College model (i.e. physical space, transportation, course taking and resources). Please provide any initial program design plans that you are considering at this stage.**

Claremont Academy has tremendous assets and advantages that make it an optimal setting in which to implement a full school early college model. Claremont is a Grade 7-12 school of 516 students that shares its building and residential enrollment area with Woodland Academy, its main feeder school of 481 students in Kindergarten through 6th grade. Elementary and secondary students walk from their homes to both schools; no bus transportation is needed. The demographics of the two schools and their surrounding neighborhood closely match the profile of the students intended to benefit from this grant. Claremont currently serves 338 students in Grades 9 to 12 and has the capacity for 400.

As a neighborhood school, Claremont Academy offers transformative, personalized learning for students that represent the ethnic and socio-economic diversity of Worcester's Main South neighborhood. For many of the students at the school, Claremont (and Woodland) is the only school they have ever known in their academic career. We recognize that the close connection our parents and students feel with the school provides us an opportunity to deepen and broaden family engagement as we all work together towards this next step in the process of moving the school towards this model. It is also a challenge as some are hesitant to change anything about the school that may impact the family feel of this school community. We feel that our shared goal of Claremont will assist us in bringing all members of the Claremont family on board with this vision. Our goal is to become a neighborhood-based college-going learning community committed to each student's success in partnership with the Claremont family. The opportunity this funding presents is the development of a sustained college-going learning community that is formed and maintained by the closely-knit Claremont community consisting of our students, parents, faculty, staff and college and community partners in a spirit of trust, mutual commitment. We see the school as a beacon and central force in this community: Students at the Claremont not only will learn in an environment in which pursuing postsecondary education is a normal expectation, but grow up in a neighborhood in which this idea and the hopes it embodies is experienced every day.

District officials have already established a close working relationship with officials at QCC and WSU, the partner institutions that are both geographically close to Claremont Academy. Claremont is a 7-minute drive from Worcester State University (1.7 miles); the main Quinsigamond Community College

campus is a 20-minute drive away (4.8 miles), and the downtown campus, QCC Healthcare and Workforce Development Center, is a 6-minute drive from Claremont (1 mile). As part of citywide planning for the Early College Worcester program, leadership from the three organizations have already begun discussions regarding Mass Transfer, Associate’s Degree, and technical certificate pathway options that can provide a foundation for mapping out academic and career pathways for a full school program at Claremont. Beginning with the FYE 101 course, students in grades 9 and 10 will deeply explore their personal and career interests, develop an understanding of the postsecondary preparation that is required for various occupational trajectories, and begin determining the pathway they want to follow for grades 11, 12, and beyond. Potential course sequences are illustrated below.

The Claremont Academy administration and faculty are very committed to preparing their students for postsecondary success and are eager to become even more effective in helping their students thrive in a college environment. The school has an established partnership with Clark University and collaborates with University Park Campus School to ensure both small schools can offer a range of Advanced Placement and on-site Dual Enrollment courses to their students. As noted above, Claremont also provides a series of social services and supports to better meet students’ needs. All of these supports will need to be strengthened to overcome the challenges that students face in realizing their academic potential— challenges that have been compounded by the Covid-19 pandemic. Prior to the pandemic, student performance and growth for students at both Claremont and Woodland Academy as measured by the Massachusetts Comprehensive Assessment System (MCAS) were below the district and state averages. The 2019 and 2021 MCAS results for grades 6, 8 and 10 below show how these differences grew at both schools during the pandemic.

**Percentage of Students Meeting or Exceeding Expectations on MCAS**

<b>School/Grade</b>	<b>2019</b>			<b>2021</b>		
	<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
<b>English Language Arts</b>						
Woodland - 6th	42%	45%	54%	31%	34%	47%
Claremont - 8th	29%	34%	51%	12%	22%	40%
Claremont - 10th	22%	42%	61%	19%	42%	64%
<b>Mathematics</b>						
Woodland - 6th	44%	43%	51%	13%	21%	34%
Claremont - 8th	12%	23%	47%	4%	13%	32%
Claremont - 10th	23%	36%	58%	10%	28%	52%

**Mean Student Growth Percentiles on MCAS**

<b>School/Grade</b>	<b>2019</b>	<b>2021</b>

<b>English Language Arts</b>	<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
Woodland - 6th	68.9	57.2	50	38.6	35.1	37.3
Claremont - 8th	56.1	49.6	49.9	26.4	26.6	34.8
Claremont - 10th	33.0	42.9	49.4	43.5	46.3	52.5
<b>Mathematics</b>	<i>School</i>	<i>District</i>	<i>State</i>	<i>School</i>	<i>District</i>	<i>State</i>
Woodland - 6th	65.8	60.6	50	20.8	26.8	26.3
Claremont - 8th	29.2	44.4	49.9	14.3	16.6	27.4
Claremont - 10th	42.1	47.4	49.7	24.7	32.5	36.5

Claremont Academy has the opportunity to collaborate with Woodland to ensure that students are prepared for secondary school and then accelerate their achievement in grades 7 and 8 to begin the early college course sequence in grade 9. The most critical aspect of this work will always be rigorous, engaging, and culturally responsive instruction in every classroom, every day. Grant funds will support enhanced professional development and coaching for staff to ensure that daily instruction meets this need. Teams will also explore additional support models to engage students during after school hours and on Saturdays, and ensure that all Claremont students, including English Learners and Students with Disabilities, are given the access and support to thrive in this model. Educators from all three partner organizations will also develop summer academy programs to be housed on the campus of Worcester State University, with a prototype of the experience to be piloted in the summer of 2022. The implementation phases described on the following pages map out the initial framing of how the program will develop over the next five years.

### **Provisional Implementation Phases**

#### Phase 1 (Jan 2022-June 2022): Outreach, Research, Planning, and Preparation

- Outreach and stakeholder engagement
- Guided site visits to early college programs that serve students with a similar demographic profile
- 12-week parent institutes providing one hour workshops to prepare families about supporting youth to succeed in the ECW program.
- Launch of Steering Committee and planning teams
- Curriculum planning with QCC and WPS, focused on redesigned FYE 101 and summer academy for rising 9th grade students
- Professional development for teachers and staff
- Submission of plan to the Early College Joint Committee

#### Phase 2 (July 2022-June 2023): Piloting Program Components, Planning, and Preparation

- Continued outreach, research, and planning
- Enhanced instruction, acceleration, and support for Claremont middle school students
- Pilot of 2-week Summer Academy for rising 9th graders at Worcester State University
- Piloting of the FYE 101 course with at least one 9th grade class
- Curriculum planning with QCC and WPS, focused on refinement of FYE 101

- Fall guided site visits to early college programs
- Mapping out of academic and career pathways for Grades 11 and 12
- Continued professional development for teachers and staff

Phase 3 (July 2023-June 2024): Year 1 of Program Implementation

- 4-week Summer Academy for rising 9th graders at Worcester State University
- First cohort of 9th graders to begin full Early College course sequence (see below)
- Enhanced instruction, acceleration, and support for Claremont middle school students
- Continued professional development for teachers and staff

Phase 4 (July 2024-June 2025): Year 2 of Program Implementation

- 4-week Summer Academy for rising 9th and 10th graders at Worcester State University
- First cohort to take 10th grade Early College course sequence (see below)
- Continued enhanced instruction, acceleration, and support for middle school students
- Continued professional development for teachers and staff

Phase 5 (July 2025 and Beyond): Year 3+ of Program Implementation

- 4-week Summer Academy for rising 9th and 10th graders at Worcester State University
- 11th and 12th grade students begin taking divergent course sequences with specializations aligned to specific degree and certificate goals, including summer coursework, to take place on a college campus to the greatest extent possible.
- Continued enhanced instruction, acceleration, and support for middle school students
- Continued professional development for teachers and staff

**Possible Course Sequence: Grade 9  
(Commencing in 2023-2024 academic year)**

High School Courses	HS Credit	College Courses	College Credit
English I Algebra 1 or Geometry World History Biology Physical Education (one semester) Elective/Acceleration Course*	1.0 1.0 1.0 1.0 .50 1.0		
Course #9101 DE General (one semester)	1.0	QCC FYE 101 First Year Experience	3.0
Course #4041 DE Foreign Language* (one semester)	1.0	QCC SPN 111 Beginning Spanish I	3.0



Course #6051 DE Arts (one semester)	1.0	QCC Art 131 Drawing I <u>or</u> QCC Art 132 Drawing II <u>or</u> QCC Art 141 Photographing People <u>or</u> Other QCC/WSU fine arts course	3.0
<i>9th Grade Credit Totals</i>	<i>8.50</i>	<i>College Credit Total Taken in 9th Grade</i>	<i>9.0</i>

*\*Some English Learners may require two periods of English as a Second Language which would be taught during the Elective/Acceleration period and/or in lieu of Foreign Language in grade 9.*

9th grade students would take FYE 101 and a dual enrollment Spanish I course at Claremont during the regular day. In the spring semester, they would be transported to either QCC or WSU after their 6th period class twice a week to take a dual enrollment arts course.

**Potential Course Sequence: Grade 10**  
*(Commencing in 2024-2025 academic year)*

High School Course	HS Credit	College Course	College Credit
English II	1.0		
Geometry or Algebra II	1.0		
US History Survey	1.0		
Introductory Physics	1.0		
Physical Education (one quarter)	.25		
College & Career Readiness II (one quarter)	.25		
Elective/Acceleration Course*	1.0		
Course #4041 DE Foreign Language* (one semester)	1.0	QCC SPN 112 Beginning Spanish II	3.0
Course #9101 DE General	1.0	WSU CM 110 Public Speaking	3.0
Course #9101 DE General	1.0	QCC CIS 111 Intro to Microcomputer Applications	3.0
<i>10th Grade Credit Totals</i>	<i>8.50</i>	<i>College Credit Total Taken in 10th Grade</i>	<i>9.0</i>

*\*Some English Learners may require two periods of English as a Second Language which would be taught during the Elective/Acceleration period and/or in lieu of Foreign Language in grade 10.*

10th grade students would take the dual enrollment Spanish II course at Claremont during the regular day. In fall and spring, students would be transported to either QCC or WSU after their 6th period class twice a week to take a dual enrollment course.

**Possible Pathways: Grades 11 and 12**  
*(Commencing in 2025-2026 academic year)*

<b>Pathway</b>	<b>College Courses &amp; Credits</b>
<b>Mass Transfer</b>	<p><b>Summer Before 11th Grade</b>                      WSU PSY 101 General Psychology (3.0)                      WSU EC 104 Personal Financial Planning (3.0) - <i>Optional</i></p> <p><b>11th Grade</b>                      QCC ENG 101 Composition I (3.0) <u>and</u>                      QCC ENG 102 Composition II (3.0)                      QCC MAT 100 College Algebra (3.0) <u>or</u>                      QCC MAT 121 Topics in Mathematics (3.0) <u>or</u>                      QCC MAT 122 Statistics (3.0)</p> <p><b>Summer Before 12th Grade</b>                      WSU SOC 101 Introduction to Sociology (3.0)                      WSU Elective Course (3.0) - <i>Optional</i></p> <p><b>12th Grade</b>                      QCC HST 106 World History III: World War I to Present (3.0)                      QCC BIO 101 General Biology: Core Concepts (4.0)                      QCC SCI 106 Integrated Science: The Living World (4.0)</p> <p><i>College Credit Total Taken in Grades 9-12: <b>44 credits</b> (50+ credits possible)</i></p>
<b>General Studies Associate's Degree</b>	<p><b>Summer Before 11th Grade</b>                      WSU PSY 101 General Psychology (3.0) <u>and</u></p>



	<p>WSU EC 104 Personal Financial Planning (3.0)</p> <p><b>11th Grade</b>  <u>QCC ENG 101 Composition I (3.0) and</u>  <u>QCC ENG 102 Composition II (3.0)</u>  <u>QCC HST 116 US History: 1865 to Present (3.0) and</u>  <u>QCC HST 106 World History III: World War I to the Present (3.0)</u>  <u>QCC MAT 100 College Algebra (3.0) or</u>  <u>QCC MAT 121 Topics in Mathematics (3.0) or</u>  <u>QCC MAT 122 Statistics (3.0)</u></p> <p><b>Summer Before 12th Grade</b>                  WSU UR 101 Introduction to Urban Studies (3.0)                  WSU Elective Course (3.0)</p> <p><b>12th Grade</b>                  QCC ENG 202 Creative Writing (3.0)                  QCC BIO 101 General Biology: Core Concepts (4.0)                  QCC SCI 106 Integrated Science: The Living World (4.0)                  QCC HUM 101 Critical Thinking and Problem Solving (3.0)  <u>QCC 200-level Elective Course (3.0)</u></p> <p><i>College Credit Total Taken in Grades 9-12: 62 credits</i></p>
<p><b>Certificate in Medical Assisting (example)</b></p>	<p><b>Summer Before 11th Grade</b>                  Summer Academy @ WSU (including Elective Course)</p> <p><b>11th Grade</b>                  QCC ENG 101 Composition I (3.0)                  QCC PSY 101 Intro to Psychology (3.0)                  QCC ALH 102 Intro to Medical Terminology (3.0)</p> <p><b>Summer Before 12th Grade</b>                  QCC ALH 107 Medical Coding and Billing (3.0)                  QCC ALH 151 Medical Office Administration I (3.0)</p> <p><b>12th Grade</b>                  QCC ALH 152 Medical Office Administration II (3.0)                  QCC MSS 151 Clinical Procedures I (4.0)</p> <p>QCC MSS 251 Clinical Procedures II (4.0)                  QCC MSS 252 Principles of Pharmacology for Medical Assistants (3.0)</p> <p><b>Summer After Graduation</b>                  QCC MSS 299 Fieldwork Experience (4.0)</p>

4. Applicants are required to submit a completed template budget for this competitive grant funding. Please describe how the grant funds will be used by both partners in planning.

**Please indicate any additional funding sources the partnership plans to employ in developing and implementing this model.**

Please note: The required completed budget template is included in this application.

Worcester Public Schools will use funding from this grant in the following ways:

- **Stipends for outreach and engagement activities** for staff members who will collaborate with parents/caregivers to involve them in the school design and change process. Engagement will also ensure that the early college program design matches the hopes and aspirations of the community. These staff members will be working in conjunction with our Higher Education partners (WSU and QCC) as well as a community engagement consultant.

**Work on Steering Committee:** 6 staff X 24 hours X \$37 per hour = \$5,328; 3 staff X 24 hours X \$42 per hour = \$3,024; **Parent/Caregivers work:** 7 staff X 15 hours X \$37 per hour = \$3,885; 1 staff X 15 hours X \$42 per hour = \$630. **Stakeholder groups:** 5 staff X 15 X \$25 per hour = \$2,775; 1 staff X 15 hours X \$42 per hour = \$630.

**Community/Family Engagement Consultant** (Latino Education Institute) = \$12,500  
**Supplies (Outreach materials)** = \$2,788

- **Stipends for the grant coordinator and the development of stakeholder teams** including the steering committee.

**Grant Coordinator/Site Administrator** 1 staff X 130 hours X \$42 per hour = \$5,460

- **Stipends for use in instructional training, coaching and planning for teachers in Grades 7 through 12** to strengthen the standards alignment, rigor, and cultural responsiveness of curriculum, assessments, and daily assignments. This will also include work with a consultant and touch upon the following areas:
  - Design of summer programming for rising 9th grade students (summer 2022), rising 9th grade students (summer 2023), and rising 9th and 10th grade students (summer 2024)
  - Implementation and refinement of approaches that will accelerate student achievement and secure increased time on task both within the school day, after school hours, and on Saturdays.

**Design Summer Programming:** 6 staff X 15 hours X \$37 per hour = \$3,330; 1 staff X 15 hours x \$42 per hour = \$630. **PD/Acceleration and Instruction:** 50 Staff X 12 hours X \$37 per hour = \$22,200; 3 staff X 12 hours X \$42 per hour = \$1,512.

**Instruction & Pedagogy Consultant** = \$ 25,006

- **Stipends for WPS and QCC staff that will be used for co-development of redesigned “First Year Experience” course** that all Claremont 9th graders will take for QCC credit in fall 2023 (with a pilot group taking the course in 2022-23)

**Co-develop FYE:** 6 staff X 24 hours X \$37 per hour = \$5,328; 1 staff X 24 hours X \$42 per hour = \$1,008.

**Worcester State University** = \$ 7,500

**Quinisgamond Community College (QCC)** = \$ 20,000

- **Funds for guided site visits to early college programs that serve students with similar demographic profiles.** These visits will include WPS staff, parents/caregivers and students, community members, as well as our Higher Education partners. Funds will also be needed to cover the costs of substitute teachers (classroom coverage) on the days that participating teachers are out of the building.

**Substitute teachers** = 30 days X \$85 per day = \$2,550.

**Cost for travel: Total = \$20,916. Travel to EC program in Northeast;** Based on 9 WPS travelers: Round trip air fare to JFK from Worcester (ORH) at approximately \$150 per person = \$1,350; Lodging at estimated \$258 per night X 2 nights X 9 participants = \$4,644; ground transportation to/from airport = \$200; meals and incidentals (M&IE rates @ total of \$198 each [includes \$59.25 first/last and \$79 for second day) = \$1,782. Total NY Trip = \$7,976. **Trip to EC program in New England:** Based on 9 WPS travelers: Ground transportation from Worcester to Location \$1,300; Lodging at estimated \$132 per night X 2 nights X 9 participants = \$2,376; and incidentals (M&IE rates @ total of \$173 each [includes \$52 first/last and \$69 for second day) = \$1,557 Total this trip = \$5,223 and **Trip to in-state EC high school:** Based on 9 WPS travelers: Ground transportation from Worcester to Location \$1,300; Lodging at estimated \$281 per night X 2 nights X 9 participants = \$4,644; and incidentals (M&IE rates @ total of \$197 each [includes \$59 first/last and \$69 for second day) = \$1,773 Total this trip = \$7,717.

**City of Worcester Indirect Cost** at agreed upon rate of 2.05 % = \$3,000.

**Additional resources** from WPS will include city funds in the form of salary and benefits for the WPS staff who will be contributing time towards this project: Superintendent of Schools, Deputy Superintendent; Manager for Instruction and School Leadership and the school principal. We estimate this as follows. Superintendent of Schools, 1 staff X 0.02 FTE= \$5,000; Deputy Superintendent, 1 staff X 0.02 FTE = 3,000; MISL 1 staff x .05 FTE = \$8,000 and Principal 1 staff X .05 FTE = \$7,000. Total of this equals = \$23,000 or 15 percent of funds requested.

### **Assurances**

- ✓ We commit to developing an Early College high school immersion model that will meet the mission and Guiding Principles of the Early College Designation, with a dedicated focus on increasing equity and college access for underrepresented students.
- ✓ We commit to establishing the capacity needed to ensure that the planning process related to the development of a full school scale model is on a regularly established schedule through June 30, 2022.
- ✓ We commit to developing a final planning report for review by the ECJC by June 30, 2022.
- ✓ We acknowledge a commitment to implement the proposed Early College program by FY24.

# FY2022: Early College Full School Impact Planning Grant

Fund Code: 466

## **Purpose:**

The purpose of this competitive grant is to provide significant planning and resources to support a district and/or high school and college partner in designing and developing an impactful, large scale, or "full school" immersive Early College program model. This program is to be piloted over the course of three years (with students being enrolled no later than FY24). Plans that are approved by the Early College Joint Committee will also be eligible for additional implementation funding through ESSR funds.

Full school, immersive models typically entail either a full school being enrolled in an Early College program (often called "Wall to Wall"), or a scaled program that enrolls at least 400 students. These program models would be structured to award a minimum of 30 college credits to Early College students prior to their high school graduation.

Each awardee will be required to establish a leadership team to work with a design consultant/coach procured by DESE to prioritize and routinely report on planning outcomes. An initial immersion plan will be submitted by the end of FY22.

## ***Examples of Early College immersion models may include:***

- An Early College High School where 100% of the student population participates (referred to as "Wall to Wall" programs),
- A school within a school (referred to as an "Early College Academy")
- STEM Early College high schools that bridge to degrees and career opportunities
- A regional Early College collaborative school, in which multiple partnered high schools in a proximal geographic area develop a shared immersive Early College program with a local institution of higher education (IHE)

## ***Expectations of the Grant Recipients***

Plans generated by this grant opportunity are expected to generally align with the [Guiding Principles and Designation Criteria](#).

Expected outcomes for this grant include, but are not limited to:

- Building a large-scale Early College program with intentional scope and sequencing that allows Early College students to pursue a minimum of 30 college credits.
- Creating large-scale and intentional strategies to target and serve students traditionally underserved in higher education. Such students may include: students who may be the first in their family to go to college, Black and Latinx students, students who may be English language learners, students with disabilities, students from economically disadvantaged backgrounds, first generation to college students, or students who may otherwise not yet possess a perception that they may be a college going student.
- Developing a widespread supportive school culture around postsecondary access and success. This includes promoting higher education through awareness activities, scheduling Early College courses during the school day, arranging transportation and textbook acquisition, and ensuring students have support services available.

**Priorities:**

Prioritization will be given to partnerships that aim to serve school populations with a majority of students being identified as having high needs. According to the [Department of Elementary and Secondary Education](#), students who are high needs are those who are designated as: low income, economically disadvantaged, an ELL, a former ELL, or a student with disabilities. Prioritization will also be given to partnerships that aim to serve students who are underrepresented in higher education, including students who are first in their generation to attend college, high needs students, and students who are racially underrepresented in higher education. Priority will also be given to districts and schools in chronically underperforming status.

**Eligibility:**

Either the intended K–12 institution or institution of higher education (IHE) partner can serve as the lead fiscal sponsor, however, the resources provided are intended to support both partners together in building a design of a program to be implemented starting in FY23.

**Funding Type:**

State

**Funding:**

Up to \$150,000 is available per partnership. Up to five grants will be awarded.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available, it will be distributed under the same guidelines that appear in this RFP document.

**Fund Use:**

Awardees will be expected to complete a multi-year plan to engage in a 3-year pilot that will enroll students no later than 2023-2024 school year. All Plans will need to be approved by the Early College Joint Committee.

This grant cannot be applied towards capital expenses.

**Project Duration:**

Upon Approval – 06/30/2022

**Program Unit:**

Early College Office

X. GENERAL BUSINESS  
Administration  
(February 23, 2022)

ITEM - gb #2-81  
S.C. MEETING - 3-3-22

ITEM:

To consider approval of the Job Description for a Registered Nurse position for the Nursing Department.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of the Job Description.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

## HUMAN RESOURCES

WORCESTER PUBLIC SCHOOLS  
WORCESTER, MASSACHUSETTS

**SUBJECT: REGISTERED NURSE**

**REPORTS TO: Clinical Care Coordinator**

**ANTICIPATED START DATE: IMMEDIATELY**

### **WORCESTER PUBLIC SCHOOL REGISTERED NURSING POSITION- IMMEDIATE NEED**

Seeking a Registered Nurse (RN) to work 1:1 with a medically complex student, one to three days a week. This will include transportation from the student's home in the Worcester area to school in Newton and transport home. Experience in seizure's and tracheostomy care is required. The RN will provide all activities of daily living, medication administration and treatments for this child during the school day.

Hours are approximately 7:00am to 4:15pm. The scheduled days are Tuesday, Thursday and Friday. There can be some flexibility with availability of these three days. The position start date is as soon as possible until the end of the school year which is June 24, 2022. Summer school dates are from July 11 - August 5, 2022.

This position will be available for the following school year as well (2022-2023).

**ACCOUNTABILITY OBJECTIVE:** The registered nurse (RN) provides evidence-based, skilled nursing care and management of the special needs of students requiring 1:1 care in the school setting. If necessary, students are referred to their primary health care provider for an evaluation. For these students with complex medical needs, the RN will act as a liaison for the school, home and outside medical facilities. The nurse promotes student wellness and assists in maintaining a healthy school environment.

### **PRINCIPAL RESPONSIBILITIES:**

1. Organizes and implements a safe plan of care for the student under your responsibility.
2. Promotes positive safety practices and models best strategies for hygiene and injury prevention.
3. Utilizes a distinct knowledge base for critical decision making in nursing practice.
4. Utilizes effective written, verbal and non-verbal communication skills.
5. Collects and updates information about the health and development status of the student.
6. Develops a nursing diagnosis and individual health care plan for students with specific health needs. Collaborates and consults with family, primary care providers and specialists on the plan of care.
7. Provides medically prescribed interventions, which includes medication administration and nursing procedures as indicated.



8. Collaborates with the school guidance and SEL Departments if students are at risk for psychosocial problems.
9. Identifies, delineates, and clarifies the nursing role, promotes quality of care, and demonstrates professional conduct at all times.
10. Identifies health related needs for students to be reviewed for I.E.P.'s, completes, submits, attends and participates in team/parent meetings.
11. Obtains expert consultation, supervision and peer review as needed.
12. Utilizes written and EHR (Electronic Health Record) to documents student health history, ongoing health issues and nursing interventions
13. Maintain confidentiality of student records in accordance with FERPA/HIPAA regulations. Practices according to the Nurse Practice Act and district policies, protocols, and procedures.
14. Responsible for assuring equal educational opportunity to all individuals regardless of race, color, gender, age, marital status, religion, gender identity, national origin, sexual orientation, homelessness, or disability.
15. Performance of other job-related duties as assigned.

**REQUIRED QUALIFICATIONS:**

1. Must have a valid license to practice as a registered nurse in the state of Massachusetts (M.G.L.c. 71, s.53).
2. Hold a minimum of an associate's degree in nursing from a college or university program in nursing accredited by the National League for Nursing.
3. Certification in cardiopulmonary resuscitation (CPR) from a recognized provider (i.e. American Red Cross, American Heart) and in First Aid.

**PREFERRED QUALIFICATIONS:**

1. Demonstrated experience supporting students with complex special needs.
2. Ability to speak Spanish, Portuguese, Arabic, Vietnamese, Albanian, or Twi.

**WORK YEAR:** This is a 9 hour work day, 2-3 days/week 180 days and 1 preceding school opening and 2 staff development days.

**SALARY:** \$40.00 an hour

XI. EXECUTIVE SESSION  
Administration  
(February 23, 2022)

ITEM - gb #2-82  
S.C. MEETING - 3-3-22

ITEM:

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #12/22-16.

To discuss strategy in preparation for contract negotiations with nonunion personnel and to conduct negotiations with nonunion personnel – Manager of Special Education and Intervention Services.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.