

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

AGENDA #22

The School Committee will hold a regular meeting:

on: Thursday, September 1, 2016
at: 6:00 p.m. - Executive Session
7:00 p.m. – Regular Session
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION – Pastor Brent Newberry
First Baptist Church

PLEDGE OF ALLEGIANCE/NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #6-19 - Clerk
(August 24, 2016)

To consider approval of the Minutes of the School Committee Meeting of Thursday, August 18, 2016.

IV. MOTION FOR RECONSIDERATION - NONE

The Worcester Public Schools is an Equal Opportunity/Affirmative Action Employer/Educational Institution and does not discriminate regardless of race, color, gender, age, religion, national origin, gender identity, marital status, sexual orientation, disability or homelessness. The Worcester Public Schools provides equal access to employment and the full range of general, occupational and vocational education programs. For more information relating to Equal Opportunity/Affirmative Action contact the Chief Human Resources Officer, 20 Irving Street, Worcester, MA 01609, 508-799-3020.

V. IMMEDIATE ACTION

ACTION

gb #6-262.2 - Administration/Mr. O'Connell/Mr. Foley/
Ms. Colorio/Mr. Monfredo/Miss Biancheria/
Mayor Petty
(July 20, 2016)

To congratulate Albert G. Ganem, Jr., Manager of Professional Learning, on his selection as Superintendent of the Hampden-Wilbraham Regional School District.

gb #6-291 - Administration
(August 24, 2016)

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

VI. REPORT OF THE SUPERINTENDENT

ros #6-6 - Administration
(August 24, 2016)

WORCESTER COMES TOGETHER

VII. COMMUNICATIONS AND PETITIONS

c&p #6-6 - Clerk
(July 24, 2016)

To consider a communication from the Clark Street Developmental Learning School's Site Council regarding a request to institute a voluntary school uniform policy.

c&p #6-7 - Clerk
(August 24, 2016)

To consider a communication from a citizen expressing an interest in promoting civic engagement in the Worcester Public Schools by initiating a "Municipal Governance Day" which would give high school students an opportunity to learn how the municipal government works.

COMMUNICATIONS AND PETITIONS (continued)

ACTION

c&p #6-8 - Clerk
(August 24, 2016)

To consider a communication from a citizen relative to the feasibility of holding an event annually with a guest speaker to encourage eligible students to register to vote.

VIII. REPORT OF THE STANDING COMMITTEE - NONE

IX. PERSONNEL

6-27 The Superintendent has APPROVED the RETIREMENT of the following persons named below:

Allen-Rice, Dorothy, Teacher, Vocational, Worcester Technical, effective June 30, 2016

Bonci, Judith, Teacher, Elementary, Roosevelt, effective June 30, 2016

Bunker, Deborah, Teacher, School Adjustment Counselor, Collaborative at Goddard, effective June 30, 2016

Collins, Mark, Instructor, ROTC, South High, effective June 30, 2016

D'Ambroise, Dennis, Teacher, Music, Systemwide, effective June 15, 2016

Dansereau, Elaine, Teacher, Elementary, Canterbury, effective June 30, 2016

Dowd, Andrea, Teacher, Elementary, Quinsigamond, effective 8/17/16

Dzindolet, Rita, Teacher, Special Education, Rice Square, effective June 30, 2016

Fitzgerald, Elizabeth, Teacher, Elementary, Wawecus, effective June 30, 2016

Garcia, Donna, Teacher, Elementary, Midland, effective June 30, 2016

Gregorio, Luis, Teacher, Special Education, Sullivan, effective June 30, 2016

Goodell, Robin, Department Head, Vocational, Worcester Technical, effective August 19, 2016

Kopka, Caprice, Principal, Administration, Rice Square, effective June 30, 2016

PERSONNEL (continued)

ACTION

6-27 (continued)

Koski, Victoria, Teacher, Special Education, Quinsigamond, effective June 30, 2016

Lachapelle, Charlotte, Teacher, Special Education, Systemwide, effective June 30, 2016

Lake, Jacqueline, Teacher, Special Education, Collaborative at Goddard, effective July 7, 2016

Laska, Carol, Teacher, Special Education, Norrback, effective June 30, 2016

Leith, Patricia, Teacher, Health, Nelson Place, effective June 30, 2016

LeStrange, Eileen, Teacher, Elementary, Lake View, effective August 25, 2016

McNeil, Maureen, Teacher, Elementary, Tatnuck Magnet, effective August 6, 2016

Mgbojikwe, Rose, Assistant Principal, Administration, Gerald Creamer Center, effective August 31, 2016

Niddrie, Judith, Teacher, Elementary, Tatnuck Magnet effective June 30, 2016

Orczyk, Ellen, Teacher, Elementary, Heard Street, effective August 7, 2016

Peterson, Jane, Teacher, Reading, Burncoat Middle, effective June 15, 2016

Pulda, Arnold, Teacher, Social Studies, University Park, effective June 30, 2016

Racicot, Elaine, Teacher, Elementary, May Street, effective June 30, 2016

Reagon, Kathryn, Teacher, English, Gerald Creamer Center, effective August 20, 2016

Reynolds, Susan, Teacher, Elementary, Belmont, effective June 30, 2016

Rogers-High, Mary, Teacher, Elementary, Worcester Arts, effective June 30, 2016

Rivera, Angelique, Teacher, Bilingual, Systemwide, effective June 30, 2016

Roche, Susan, Teacher, Elementary, City View, June 30, 2016

PERSONNEL (continued)

ACTION

6-27 (continued)

Roy, Maryellen, Teacher, Elementary, Roosevelt, effective June 30, 2016

Sherman, Peter, Assistant Principal, Administration, South High, effective July 22, 2016

Vartanian, Robert, Student Assignment Officer, Administration, Parent Information Center, effective June 30, 2016

Walsh, Patricia, Assistant Principal, McGrath, effective July 25, 2016

Wasgatt, Gina, Teacher, Elementary, City View, effective June 15, 2016

White, JoAnn, Teacher, Elementary, Worcester Arts, effective August 24, 2016

Yaylaian, Joanne, Teacher, Special Education, Norrback, effective June 30, 2016

6-28 The Superintendent has ACCEPTED the RESIGNATION of the persons named below:

Atlas, Paula, Elementary, Columbus Park, effective August 15, 2016

Canty, Robert, Teacher, Psychologist, Systemwide, effective June 15, 2016

Case, Daniel, Department Head, Mathematics, North High, effective July 1, 2016

Castro, Michael, Teacher, Music, Worcester East, effective June 14, 2016

Coleman, Clark, Teacher, English as a Second Language, Worcester East Middle, effective June 14, 2016

Cox, Kendra, Lead Teacher, Elm Park School, effective July 26, 2016

Desmarais, Kathleen, Assistant Director of Special Education, Administration, Durkin Administration Building, effective June 30, 2016

Dias, Debora, Teacher, English, South High, effective July 18, 2016

PERSONNEL (continued)

ACTION

6-28 (continued)

Dubreuil, Laura, Teacher, Elementary, Quinsigamond, effective August 15, 2016

Ellissetche, Valeria, Teacher, Spanish, Doherty, effective August 18, 2016

Fernandez, D'Angelo, Teacher, Elementary, Woodland, effective July 1, 2016

Ganem, Albert, Manager of Professional Learning, Administration, Durkin Administration Building, effective July 13, 2016

Garcia, Chloe, Teacher, English as a Second Language, Woodland, effective June 14, 2016

Gould, Kelly, Teacher, Elementary, Vernon Hill, effective June 15, 2016

Heard, Lorrie, Teacher, English as a Second Language, Woodland, effective June 15, 2016

Karanja, Kevin, Teacher, Science, Burncoat Middle, effective June 15, 2016

Kramer, Molly, Teacher, Special Education, Sullivan Middle, effective July 14, 2016

Lambrecht, Richard, Teacher, Vocational, Worcester Technical, June 14, 2016

Lemerise, Andrew, Teacher, Special Education, Tatnuck Magnet, effective June 20, 2016

McKay, Joseph, Teacher, English, South High, effective August 1, 2016

Mercado, Albert, Curriculum Liaison, Guidance, Durkin Administration Building, effective July 30, 2016

Moura, Deanna, Teacher, Elementary, Chandler Elementary, effective May 19, 2016

O'Neill, Myra, Teacher, Elementary, Woodland, effective July 19, 2016

Pelczarski, Robert, Assistant Principal, School Adjustment Counselor, Elm Park, effective July 1, 2016

Rollins, Alyssa, Teacher, Elementary, Belmont, effective June 15, 2016

PERSONNEL (continued)

ACTION

6-28 (continued)

Russo, Danielle, Teacher, Music, Vernon Hill, effective July 27, 2016

Shearer, Mandy, Teacher, Special Education, Systemwide, effective June 15, 2016

Torchia, Joshua, Teacher, Elementary, Woodland, effective August 1, 2016

Vitale, Jessica, Teacher, Special Education, South, effective August 20, 2016

Zhang, Feng, Teacher, Foreign Language, Claremont, effective June 30, 2016

Zinno, Wendy, Teacher, Elementary, Elm Park, effective August 15, 2016

6-29 The Superintendent has APPROVED the TRANSFER of the persons named below effective August 25, 2016:

Adjeman, Erica, from English at Burncoat High to English at North High

Alicandro, Sandra, from Art at Forest Grove to Art at Forest Grove*
Angers, Guy, from Moderate Special Needs/Behavior Management at Alternative School at St. Casimir to Moderate Special Needs/Behavior Management at Alternative School at St. Casimir*

Barrasso, Anna, from Chemistry at Worcester Technical to Chemistry at Worcester Technical*

Benson, Karen, from Moderate Special Needs/Behavior Management at Chandler Magnet ACT to Moderate Special Needs/Behavior Management at Chandler Magnet ACT*

Bissett, Katherine, from Primary at Woodland to Elementary at Worcester Arts

Blanchard, Stefanie, from Life Skills at Roosevelt to Intermediate Autistic Life Skills at Roosevelt

Bowler, Maureen, from Intermediate at Goddard to Primary at Rice Square

PERSONNEL (continued)

ACTION

6-29 (continued)

Bracero, Kathleen, from Systemwide Alternative Moderate Special Needs at Gerald Creamer Center to Systemwide Alternative Moderate Special Needs at Gerald Creamer Center*

Brank, Patricia, from Kindergarten at Tatnuck to Primary at City View

Brennen, Kim, from Science at Gerald Creamer Center to Science at Gerald Creamer Center*

Bristol, Alyssa, from Primary at Chandler Elementary to Kindergarten at Chandler Elementary

Brosnihan, Paul, from Moderate Special Needs/Behavior Management at Alternative School at St. Casimir to Moderate Special Needs/Behavior Management at Alternative School at St. Casimir*

Burns, William, from English as a Second Language at Doherty to English at Burncoat High

Byrnes, Jennifer Jean from STEP at Sullivan Middle to Moderate Special Needs/Inclusion at Burncoat Middle

Cantwell, Kevin from Social Studies at the Academy of Science, Technology and Health at Worcester East Middle to Social Studies at the Academy of Science, Technology and Health at Worcester East Middle*

Cardin, Julianne, from STEP at Columbus Park to Moderate Special Needs/Inclusion at Rice Square

Cardogno, Mariel, from Primary at Woodland Academy to Intermediate at Woodland Academy

Carroll, Cheryl, from Intermediate Math/Science at West Tatnuck to Intermediate Math/Science at West Tatnuck*

Colautti, Tracy, from Primary at Vernon Hill to Primary at Vernon Hill*

Coyle, Karen, from Lead Teacher at ACT at Chandler Magnet to Lead Teacher at ACT at Chandler Magnet*

Coyle, Linda, from Primary at Grafton Street to Primary at Tatnuck Magnet

Degnan, Shawn, from Social Studies at Reach Academy to Social Studies at Reach Academy*

PERSONNEL (continued)

ACTION

6-29 (continued)

Deneault, Kelly, from School Adjustment Counselor at Gerald Creamer Center to School Adjustment Counselor at Gerald Creamer Center*

DeRose, Lara, from Social Studies at Worcester Technical to Social Studies at Worcester Technical*

DeSavage, Dawn, from Social Studies at Sullivan Middle to Social Studies at Burncoat Middle

Diggs, Brenda, from English at Challenge Academy to English at Challenge Academy*

Donington, Thomas, from English as a Second Language at Burncoat High to Social Studies at Burncoat High

Donovan-Pendzic, Esperanza, from School Adjustment Counselor at Columbus Park to School Adjustment Counselor, Systemwide

Dottin, Craig, from Social Studies at Gerald Creamer Center to Social Studies at Gerald Creamer Center*

Dupuis, Lisa, from Intermediate at Burncoat Elementary to Intermediate at Norrback*

Durland, Susan, from STEP at Gates Lane to Moderate Special Needs/Inclusion at Gates Lane

Dyer, Angela, from Moderate Special Needs Math/Science at Juvenile Resource Center to Moderate Special Needs Math/Science at Juvenile Resource Center*

Dziokonski, Laurie, from Primary at Clark Street to Intermediate at Chandler Elementary

Edwards, Teddie, from Allied Health/Health Science at North to Allied Health/Health Science, at North*

Felicetti- Magsino, Jennifer, from Science at Challenge Academy to Science at Challenge Academy*

Fellows, Zachary, from Science at Claremont Academy to Science at Claremont Academy*

Fermin, Miriam, from Spanish at Claremont Academy to Spanish at Claremont Academy*

Finlay, Maureen, from Learning Disabilities, Systemwide to Learning Disabilities, Systemwide*

PERSONNEL (continued)

ACTION

6-29 (continued)

Fiske, Melissa, from Speech, Systemwide to Speech, Systemwide*

Fleischmann, Pamela, from English as a Second Language at Nelson Place to English as a Second Language at Nelson Place*

Frangou-Apostolou, Triada, from School Adjustment Counselor at Quinsigamond to School Adjustment Counselor at Quinsigamond*

Friend, Trevor, from Social Studies at Challenge Academy to Social Studies at Challenge Academy*

Gaffney, Paul, from Science at Gerald Creamer Center to Science at Gerald Creamer Center*

Gage, Melanie, from English at Challenge Academy to English at Challenge Academy*

Garvey, Michael, from Library Media at Burncoat Elementary to Library Media at Worcester Technical

Girard, Monique, from Intermediate at Canterbury to Primary at Canterbury

Gohary, Martin, from Music at Elm Park to Music at North High

Graham, James, from Industrial Arts at Alternative School at St. Casimir to Industrial Arts at Alternative School at St. Casimir*

Gray, Erin, from Primary at Lincoln Street to Primary at Tatnuck Magnet

Gregorio-Bowen, Sonia, from Foreign Language Systemwide to Spanish at North High

Greige, Jocelyn, from Primary at Canterbury to Intermediate at Canterbury

Grossi, Marc, from Moderate Special Needs/Behavior Management at ACT at Chandler Magnet to Moderate Special Needs/Behavior Management at ACT at Chandler Magnet*

Haaker, Naomi, from BCBA Systemwide to BCBA Systemwide*

Hall, Sandra, from English as a Second Language at Canterbury to Intermediate at Chandler Elementary

PERSONNEL (continued)

ACTION

6-29 (continued)

Hamilton, James, from Math at Burncoat Middle to Math at Worcester East Middle

Harrity, Ellen, from Elementary at Gates Lane to Elementary at Gates Lane*

Harvey, Janice, from English at Gerald Creamer Center to English at Gerald Creamer Center*

Herron, Kimberly, from Moderate Special Needs/Behavior Management at ACT at Chandler Magnet to Moderate Special Needs/Behavior Management at ACT at Chandler Magnet

Hersey, Margaret, from Social Studies at Burncoat Middle to English at Burncoat High

Howse, Christopher, from Moderate Special Needs/Behavior Management at ACT at Chandler Magnet to Moderate Special Needs/Behavior Management at ACT at Chandler Magnet*

Huaman, Alberto, from Math at Worcester East Middle to Math at Worcester East Middle*

Hughes-Donahue, Mary Beth, from Intermediate at Vernon Hill to Intermediate at Vernon Hill

Hunter, Alice, from English as a Second Language/Math at New Citizens Center to English as a Second Language/Math at New Citizens Center*

Huynh, Thuan, from English at Worcester East Middle to English at Worcester East Middle*

Hynes, Robin, from Business at Gerald Creamer Center to Business at Gerald Creamer Center*

Incutto, Francis, from Moderate Special Needs/Behavior Management at Alternative School at St. Casimir to Moderate Special Needs/Behavior Management at Alternative School at St. Casimir*

Juneau, David, from Special Education at Gerald Creamer Center to Special Education at Gerald Creamer Center*

Keniston, Wallace, from Library Media at Claremont Academy to Library Media at Claremont Academy*

Kiley, Paula, from Primary at Rice Square to English as a Second Language at Rice Square

Kirrane, Paul, from Math at Worcester East Middle to Math at Burncoat Middle

PERSONNEL (continued)

ACTION

6-29 (continued)

Klein, Elizabeth, from Speech Systemwide to Speech Systemwide*

Kydd, Raymond, from Math at Reach Academy to Math at Reach Academy*

Laprise, Craig, from Intermediate at West Tatnuck to Intermediate at Canterbury

Lemieux, Beth, from Math at Forest Grove to Math at Forest Grove*

Lester, Booker, from School Adjustment Counselor at Alternative School at St. Casimir to School Adjustment Counselor at Alternative School at St. Casimir*

Lopez, Lynn Anderson, from English as a Second Language at Forest Grove to English as a Second Language at Doherty

Luong, Nghiem, from Science at Reach Academy to Science at Reach Academy*

Mahoney, Robert, from Moderate Special Needs/Humanities at Juvenile Resource Center to Moderate Special Needs/Humanities at Juvenile Resource Center*

Manuel, Kyle, from Intermediate at Chandler Magnet to Intermediate at Worcester Arts Magnet

Makela, Daniel, from Science at the Academy of Science, Technology and Health at Worcester East Middle to Social Studies at the Academy of Science, Technology and Health at Worcester East Middle

Martin, Daniel, from Intermediate at Vernon Hill to Intermediate at Tatnuck Magnet

McCarthy, David, from Social Studies at Gerald Creamer Center to Social Studies at Gerald Creamer Center*

McNamara, David, from Math at Challenge Academy to Math at Challenge Academy*

McPartland, Ashley, from English as a Second Language/Secondary at New Citizens Center to English as a Second Language/Secondary at New Citizens Center*

McRae, Sharon, from Kindergarten at Chandler Magnet to Primary at Rice Square

Moriarty, Scott, from Science at Gerald Creamer Center to Science at Gerald Creamer Center*

PERSONNEL (continued)

ACTION

6-29 (continued)

Mejia-Cruz, Daniel, from Math at Gerald Creamer Center to Math at Gerald Creamer Center*

Michalowski, Susan, from Intermediate at Quinsigamond to Primary at Thorndyke

Migrdichian, Gregg, from Industrial Arts at St. Casimir to Industrial Arts at St. Casimir*

Millett, John, from Math at Claremont Academy to Math at North High

Mills, Kelle, from Primary at Clark Street to Primary at Lake View

Mitchell, Maura, from Intermediate at Vernon Hill to Intermediate at Vernon Hill

Monaco, Kerry, from Primary at Union Hill to Primary at Midland Street

Moore, Angela, from Safety Center at Harlow Street to Safety Center at Harlow Street*

Moore, James, from English at Burncoat High to English at Burncoat High

Mooshian, Christine, from STEP at Sullivan Middle to Moderate Special Needs/Inclusion at Forest Grove

Mott, Aaron, from Music Systemwide to Music at Columbus Park

Nemes, Amie, from Art Systemwide to Art Systemwide*

Nicol, John, from Math at Gerald Creamer Center to Math at Gerald Creamer Center*

Notaro, David, from Math at Gerald Creamer Center to Math at Gerald Creamer Center*

Nunez, Taylor, from English at North to English at Gerald Creamer Center

O'Coin-Foley, Virginia, from Moderate Special Needs/Behavior Management at Alternative School at St. Casimir to Moderate Special Needs/Behavior Management at Alternative School at St. Casimir*

PERSONNEL (continued)

ACTION

6-29 (continued)

O'Neil, Kathryn, from Moderate Special Needs/Behavior Management at Alternative School at St. Casimir to Moderate Special Needs/Behavior Management at Alternative School at St. Casimir*

O'Rourke, Nancy, from Intermediate at Goddard to Primary at Tatnuck Magnet

Orcutt, Elizabeth, from Moderate Special Needs/Behavior Management at Alternative School at St. Casimir to Moderate Special Needs/Behavior Management at Alternative School at St. Casimir*

Pappas, Christopher, from Industrial Arts at Alternative School at St. Casimir to Industrial Arts at alternative School at St. Casimir*

Parker, Heather, from Guidance at Claremont to Guidance at Claremont*

Patrone, Daniel, from Moderate Special Needs/Behavior Management at ACT at Chandler Magnet to Moderate Special Needs/Behavior Management at ACT at Chandler Magnet*

Patsis, Stacy from Intermediate at Tatnuck Magnet to Primary at Vernon Hill

Phillips, Carrie, from School Adjustment Counselor at Alternative School at St. Casimir to School Adjustment Counselor at Alternative School at St. Casimir*

Phillips, Priscilla, from Allied Health/Health Science, North to Allied Health/Health Science, North*

Piazza, Lori, from Moderate Special Needs/Inclusion at Canterbury to Moderate Special needs/Inclusion at Canterbury*

Reilly, Ashley, from Kindergarten at Midland Street to Kindergarten at Midland Street*

Reyes, Vinicio, from Math at St. Casimir to Math at St. Casimir*

Richard, Cindy, from Primary at Canterbury to Primary at Canterbury

Ritacco, Donna, from School Adjustment Counselor at Alternative School at St. Casimir to School Adjustment Counselor at Alternative School at St. Casimir*

PERSONNEL (continued)

ACTION

6-29 (continued)

Rivera, Olga, from School Adjustment Counselor at Reach Academy to School Adjustment Counselor at Reach Academy*

Robicheau, Celia, from Systemwide Alternative Guidance at Gerald Creamer Center to Systemwide Alternative Guidance at Gerald Creamer Center*

Saad, Jillian, from Primary at Woodland Academy to Primary at Woodland Academy*

Sales, Sarah Biel, from Speech Systemwide to Speech Systemwide*

Salinas, Ana, from Speech Systemwide to Speech Systemwide*

Sawyer, Christine, from Social Studies at Gerald Creamer Center to Social Studies at Gerald Creamer Center*

Selen, Maureen, from Health Systemwide to Health Systemwide*

Selzo, Jennifer, from Moderate Special Needs/Inclusion Intermediate at Vernon Hill to Moderate Special Needs/Inclusion at Vernon Hill

Shea, Cornelius, from Moderate Special Needs/Behavior Management at Alternative School at St. Casimir to Moderate Special Needs/Behavior Management at Alternative School at St. Casimir*

Shenian, Melissa, from Speech Systemwide to Speech Systemwide*

Shevory, Mark, from Intermediate at Belmont to Intermediate at McGrath

Simon, Luann, from Primary at Norrback to Primary at Lake View

Sokolowski, Margaret, from Systemwide Library Media at Gerald Creamer Center to Systemwide Library Media at Gerald Creamer Center*

Spencer, Cecilia, from Social Studies at Sullivan Middle to Social Studies at University Park

Stern, Max, from Social Studies at University Park to Social Studies at University Park*

PERSONNEL (continued)

ACTION

6-29 (continued)

Stimpson, Patrick, from STEP at Forest Grove to STEP at Forest Grove*

St. Peter, Sarah, from Autistic Life Skills at Roosevelt to Autistic Life Skills at Roosevelt *

Richards, Kristen, from English at Worcester Technical to English as a Second Language at Forest Grove

Taka, Julie, from Elementary at Woodland to English as a Second Language Systemwide

Teixeira, Susan, from Primary at Worcester Arts Magnet to Intermediate at City View

Thibodeau, Michael, from Music at North High to English at Burncoat High

Thomas, Denelee, from Speech Systemwide to Speech Systemwide*

Toomey, Paula, from Learning Disabilities Systemwide to Learning Disabilities Systemwide*

Torres, Iris, from Elementary at Rice Square to Kindergarten at Woodland Academy

Towne, Jodi Lee, from Intermediate at Goddard Elementary to Preschool at Roosevelt

Venne, Katherine, from Moderate Special Needs/Behavior Management at ACT at Chandler Magnet to Moderate Special Needs/Behavior Management at ACT at Chandler Magnet

Vignaly, Janet, from English as a Second Language at South High to Math at South High

Walsh, Christine, from English at Gerald Creamer Center to English at Gerald Creamer Center*

Whalen, Christine, from Intermediate at Tatnuck Magnet to Intermediate at Midland Street

Whitney, Margaret, from Learning Disabilities Systemwide to Learning Disabilities Systemwide*

Witt, Sheila, from Math at Gerald Creamer Center to Math at Gerald Creamer Center*

Young, Kristina, from Kindergarten at Tatnuck Magnet to Preschool at Tatnuck Magnet

* *Employee successfully bid previous assignment*

PERSONNEL (continued)

ACTION

6-30 The Superintendent has APPROVED the LEAVE OF ABSENCE of the persons named below for the 2016-17 school year:

Arguello, Jennifer, Teacher, English, North High

Beaulieu, Jennifer, Teacher, Kindergarten, Columbus Park

Botsis, Laura, Teacher, Primary, Belmont

Chuk, Lauren, Assistant Principal, Canterbury

Coffin, Kara, Teacher, Special Education, Quinsigamond

Goodwin, Whitney, Teacher, Guidance, Worcester Technical

Rosa, Meghan, Teacher, English, University Park

X. GENERAL BUSINESS

ACTION

gb #4-294.1 - Administration/Mr. Monfredo
(June 22, 2016)

To consider approval of the proposed Elementary Report Card.

gb #5-292.1 - Administration/Mr. Monfredo/
Mr. O'Connell/Miss Biancheria
(August 24, 2016)

Response of the Administration to the request to include chronic absenteeism percentages in all accountability plans and annual benchmarks.

gb #6-162.1 - Administration/Mr. Foley/Mr. O'Connell/
Mr. Monfredo/Miss Biancheria/
Miss McCullough/Mayor Petty
(August 24, 2016)

Response of the Administration to the request to invite Treasurer Deborah Goldberg to a School Committee meeting to explain the pilot \$eedMA program whose goal is to encourage Worcester kindergarten students and their families to plan and save for college.

gb #6-219.1 - Administration/Mr. Monfredo
(August 24, 2016)

Response of the Administration to the requests to rollout a campaign on chronic absenteeism, conduct an "Attendance Awareness Month" and provide a report relative to a sustainability plan in conjunction with the "Attendance Awareness Month" with benchmarks and progress reports.

gb #6-253.1 - Administration/Ms. Colorio
(August 24, 2016)

Response of the Administration to the request to provide a report:

- as to whether 10% of students in summer school is the norm as compared with surrounding districts of similar size and demographics
- as to what was the percentage of students in summer school for the past 10 years, if possible

GENERAL BUSINESS (continued)

ACTION

gb #6-292 - Ms. Colorio
(August 18, 2016)

Response of the Administration to the request to provide the testing schedule for all students.

gb #6-293 - Mr. Monfredo
(August 22, 2016)

Request that the Administration review the Mentoring Program for principals in their first three years in the Worcester Public Schools.

gb #6-294 - Administration
(August 22, 2016)

To review the status of the FY17 Budget and make appropriate transfers as required.

gb #6-295 - Administration
(August 23, 2016)

To approve a prior fiscal year invoice in the amount of \$9,474.60 for arbitration services.

gb #6-296 - Administration
(August 23, 2016)

To accept the 21st Century Grant for Burncoat Middle School in the amount of \$90,000.00.

gb #6-297 - Administration
(August 23, 2016)

To approve a prior fiscal year payment in the amount of \$3,422.38 for the Robert F. Kennedy Children's Action Corps, Inc. for services rendered in July 2015.

GENERAL BUSINESS (continued)

ACTION

gb #6-298 - Administration
(August 24, 2016)

To consider approval of prior fiscal year payments for Instructional Assistants in the total amount of \$10,152.70.

gb #6-299 - Administration
(August 24, 2016)

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

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

To discuss strategy with respect to collective bargaining for Teachers (Unit A/B), if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

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

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

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

X. ADJOURNMENT

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

**WORCESTER
PUBLIC SCHOOLS**

Clark Street Community School

Dr. Patricia McCullough
Principal
Mrs. Christine Goretti
Assistant Principal

280 Clark Street
Worcester, Massachusetts 01606
(508) 799-3545 phone
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www.clark.worcester.schools.org
www.worcesterschools.org

We read. We write. We learn.

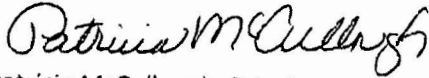
March 7, 2016

Dear Worcester School Committee,

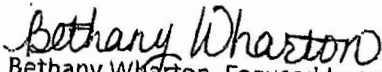
Please be advised that the Clark Street School Council members unanimously support the introduction of school uniforms for our student population. After receiving feedback from our families in various forms including a survey, we are representing the overwhelming majority of our families who are in favor of this initiative. We are seeking your approval for the implementation of school uniforms at Clark Street School.

Thank You for your consideration.

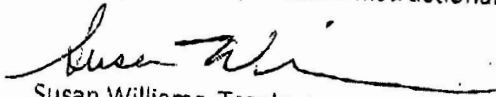
Respectfully,



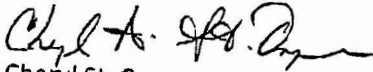
Patricia McCullough, Principal



Bethany Wharton, Focused Instructional Coach



Susan Williams, Teacher



Cheryl St. Onge, Community Representative

Worcester Public Schools is an Equal Opportunity/Affirmative Action Employer/Educational Institution and does not discriminate regardless of race, color, gender, age, religion, national origin, marital status, sexual orientation, disability or homelessness. The Worcester Public Schools provides equal access to employment and the full range of general, occupational and vocational education programs. For more information relating to Equal Opportunity/Affirmative Action contact Stacey DeBolsa Luster, Human Resource Manager, 20 Irving Street, Worcester, MA 01609.508-799-3020.

Please call the main office at the school if you would like this document translated into a language other than English. Por favor, contate a secretaria central da escola caso deseje que este documento seja traduzido para o português. Por favor, llame a la oficina central de la escuela si usted desea que este documento sea traducido al español. Ju lutem telefononi zyren qendrore te shkolles ne se deshironi ta kini kete dokument te perkthyer ne një gjuhë tjetër përvet Anglishtes. Xin gọi điện thoại cho văn phòng nhà trường nếu quý vị muốn tài liệu này được dịch ra một ngôn ngữ khác hơn tiếng Anh

"Municipal Government Day"

- To promote civic engagement in the Worcester Public Schools the school committee must initiate a "Municipal Government Day" to give high school students the opportunity to learn how our municipal government works and voice their positions on important local issues through prepared debate.
- Students will be selected to take on the role of as City Manager, School Superintendent, Mayor, Councilor At-Large, District Councilor and, or, School Committee Member to learn their responsibilities as an elected official.
- "Municipal Government Day" should occur on a Tuesday (City Council) and Thursday (School Committee) in April.

Sincerely,

Cotey J. Collins
25 Ekman Street Apt. 16E
Worcester MA, 01607
P: (508) 792-0672 | C: (774) 253-0320
E: CoteyJ.Collins@gmail.com

Mandatory Registration Drive for High School Seniors

- It should be mandatory for high schools to hold an event with a guest speaker to encourage students to register to vote in September annually. Guest speakers should be School Committee or City Councilors and State Legislators should speak during municipal and state-wide election years.
- After the event and throughout September until the voter registration deadline in October the public schools must hold a voter registration drive for eligible high school seniors every day at every lunch.

Sincerely,

Cotey J. Collins
25 Ekman Street Apt. 16E
Worcester MA, 01607
P: (508) 792-0672 | C: (774) 253-0320
E: CoteyJ.Collins@gmail.com



[Redacted Student Name]

2016-17 Grade 1K Quarterly Report Card

Student: [Redacted]
Teacher: [Redacted]

HmRm: [Redacted]

Key to Performance Levels

+ Consistently	4	Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.
- Not Yet	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.
x Not Introduced	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.
	1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.

Reading Grade Level				Writing Overall Level			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

10900 - English Language Arts Overall Performance Level

	Q1	Q2	Q3	Q4	Final
Foundational Skills					
	Handles books appropriately				
	Identifies the beginning sound of a spoken word				
	Recognizes and names uppercase letters				
	Recognizes and names letters in own name				
	Recognizes and names lowercase letters				
	Demonstrates knowledge of letter sounds				
Literature & Informational Texts					
	Asks and answers questions about what is read				
	Recalls important details/facts from what is read				
	Retells events from a story in sequence				
	Uses pictures in a book to tell a story in his/her own words				
Speaking & Listening					
	Listens and speaks in conversations with children and familiar adults				
	Speaks to share thoughts, feelings, and ideas				
Language					
	Speaks in complete sentences using a variety of words				
	Uses question words (who, what, where, when, why and how)				
	Uses new vocabulary words				
Writing					
	Draws pictures to share ideas				
	Dictates words to tell a story, express an opinion or give information				

19100 - Mathematics Overall Performance Level

Counting & Cardinality	Counts and quantifies numbers up to 10
	Uses one-to-one correspondence
	Develops comparative language including more than, less than, and equal to

Q1 Q2 Q3 Q4 Final

Operations & Algebraic Thinking	Understands addition as putting together and adding to
	Understands subtraction as taking apart and taking from
Measurement & Data	Classifies objects and counts the number of objects in each category
	Works with money
Geometry	Identifies and describes shapes
	Analyzes, compares, creates, and composes shapes

29100 - Science & Technology / Engineering Overall Performance Level

Science Practices	Asks questions and defines problems
	Obtains and shares evidence to support a claim
	Explores reasons for why things change
Content & Concepts	Understands and applies the Life Science standards
	Understands and applies Earth and Space Science standards
	Understands and applies Physical Science standards

39100 - History & Social Science Overall Performance Level

History & Geography	Identifies and uses sequential words (first, next, last)
	Identifies/demonstrates what a map/globe is
Civics & Government	Gives examples to demonstrate the meaning of concepts (fairness, responsibility, rules)
	Begins to identify important American symbols
Economics	Gives examples of different types of jobs people do
	Explains why people work and things they may buy with earnings

69200 - Visual Arts Overall Performance Level

Content & Concepts	Engages in self-directed play with varied materials
	Engages in self-directed creative art making
	Manipulates small objects easily

69300 - Music Overall Performance Level

Content & Concepts	Participates in creative and dramatic movement
	Participates in music activities

89300 - Physical Education Overall Performance Level

Content & Concepts	Coordinates movements for throwing, catching, kicking
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Life Long Learning Skills	Q1	Q2	Q3	Q4			
Expresses needs appropriately							
Cares for personal needs independently							
Demonstrates self-confidence							
Takes turns and shares with others							
Shows concern and respect for others							
Follows rules and routines of the classroom and school							
Transitions easily from one activity to another							
Attempts to resolve conflicts and seeks support when necessary							
Focuses attention to tasks							
Follows one step directions							
Follows multi-step directions							
Uses classroom materials appropriately							
Participates in a variety of tasks or activities							
Uses a pencil correctly							
Uses scissors correctly							
	Overall Conduct		Overall Effort				
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

**** If applicable, please refer to your child's IEP for progress toward his or her individual goals ****

2016 Summer Reading Assignment

Completed

Type	Q1	Q2	Q3	Q4	Year to Date
Absent	0	0	0	0	0
Dismissed	0	0	0	0	0
Tardy	0	0	0	0	0

Q1 Comment

Q2 Comment

Q3 Comment

Q4 Comment

Superintendent's Message

Dear Parent/Guardian,

This report card has been designed to provide detailed information regarding your child's progress toward achieving proficiency of standards as identified by the Massachusetts Curriculum Frameworks.

Leadership skills, social development, and work habits are life-long learning skills that permeate all areas of the Massachusetts Curriculum Frameworks; therefore, this report card reflects your child's participation in the overall educational experience.

Active involvement in your child's education is strongly urged. Please regularly communicate with your child's teacher and utilize the Parent/Guardian section to request a conference and make comments. Working together, we can support both academic and social success for your child.

Sincerely,

Maureen F. Binienda
Superintendent

— Please Sign Below and Return This Page —

Parent/Guardian Comments to the Classroom Teacher

Request Conference

Parent/Guardian Signature

Request Conference with the Classroom Teacher



2016-17 Grade 0K Quarterly Report Card

Student: [Redacted]
 Teacher: [Redacted] HmRm: [Redacted]

Grade 0K Performance Level		Writing Overall Level								
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
+	Consistently	4	Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.							
-	Not Yet	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.							
x	Not Introduced	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.							
		1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.							

10910 - English Language Arts Overall Performance Level

	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Final
Foundational Skills	Understands concepts of print Names upper and lower case letters Identifies and produces letter sounds Recognizes and generates rhyming words Blends and segments syllables and sounds Isolates beginning, middle and ending sounds in words Reads Kindergarten high frequency words Knows and applies grade level phonics and word analysis skills Reads orally with accuracy and fluency								
Literature & Informational Texts	Reads and comprehends a variety of grade level texts With support, asks and answers questions about key details in a text Knows and uses nonfiction text features to locate information in text Demonstrates independent reading habits								
Speaking & Listening	Follows rules for discussions Asks and answers questions to seek help, get information, or deepen understanding Speaks audibly and expresses thoughts, feelings, and ideas clearly								
Language	Prints upper and lower case letters legibly Spells kindergarten high frequency words correctly Spells simple words phonetically Uses grade-level grammar, punctuation, and capitalization in daily writing								
Writing	Uses a combination of drawing and writing to tell stories, convey information and express opinions								

Q1 Q2 Q3 Q4 Final

	With support, begins to revise and edit
1910 - Mathematics Overall Performance Level	
Counting & Cardinality	Counts in sequence Knows the number names and represents a number of objects Compares numbers
Operations & Algebraic Thinking	Demonstrates an understanding of addition Demonstrates an understanding of subtraction Fluently adds and subtracts within 5 Identifies complements of 10
Number & Operations	Works with numbers 11-19 to gain a foundation for place value
Measurement & Data	Describes and compares measurable attributes Tells and writes time by the hour Classifies, sorts and interprets data Identifies U.S. coins
Geometry	Uses appropriate shape and spatial vocabulary
Mathematical Practice	Makes sense of problems and perseveres in solving them Models and explains using tools

2910 - Science & Technology / Engineering Overall Performance Level

Science Practices	Observes, describes, asks questions, and makes predictions Communicates ideas through writing, drawing, and discussion
Content & Concepts	Understands and applies the Life Science standards Understands and applies the Earth Science standards Understands and applies the Physical Science standards Understands and applies the Technology/Engineering standards

3910 - History & Social Science Overall Performance Level

Content & Concepts	Understands and applies the Civics & Government standards Understands and applies the Geography standards Understands and applies the History & Culture standards
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6920 - Visual Arts Overall Performance Level

Content & Concepts	Successfully demonstrates Art concepts and skills Listens, follows directions, and cooperates with others
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6930 - Music Overall Performance Level

Content & Concepts	Successfully demonstrates Music concepts and skills Listens, follows directions, and cooperates with others
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8930 - Physical Education Overall Performance Level

Content & Concepts	Successfully demonstrates Physical Ed concepts and skills Listens, follows directions, and cooperates with others
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Life Long Learning Skills	Q1	Q2	Q3	Q4			
Cares for personal needs independently							
Takes responsibility for actions							
Shows self-control							
Uses problem solving in social situations							
Follows established routines							
Listens and follows directions							
Organizes and takes responsibility for belongings							
Uses classroom materials purposefully and respectfully							
Is willing to try new experiences and strategies							
Makes transitions easily							
Uses time constructively							
Works well independently							
Works well with others							
Seeks help when appropriate							
Uses scissors, pencil and crayons correctly							
Completes and returns homework assignments when due							
Overall Conduct				Overall Effort			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

** If applicable, please refer to your child's IEP for progress toward his or her individual goals **

2016 Summer Reading Assignment

Completed

Type	Q1	Q2	Q3	Q4	Year to Date
Absent	0	0	0	0	0
Dismissed	0	0	0	0	0
Tardy	0	0	0	0	0

Q1 Comment

Q2 Comment

Q3 Comment

Q4 Comment

Superintendent's Message

Dear Parent/Guardian,

This report card has been designed to provide detailed information regarding your child's progress toward achieving proficiency of standards as identified by the Massachusetts Curriculum Frameworks.

Leadership skills, social development, and work habits are life-long learning skills that permeate all areas of the Massachusetts Curriculum Frameworks; therefore, this report card reflects your child's participation in the overall educational experience.

Active involvement in your child's education is strongly urged. Please regularly communicate with your child's teacher and utilize the Parent/Guardian section to request a conference and make comments. Working together, we can support both academic and social success for your child.

Sincerely,

Maureen F. Binienda
Superintendent

— Please Sign Below and Return This Page —

Parent/Guardian Comments to the Classroom Teacher

Request Conference

Parent/Guardian Signature

Request Conference with the Classroom Teacher



2016-17 Grade 01 Quarterly Report Card

Student: [Redacted]
 Teacher: [Redacted]

HmRm: [Redacted]

		Writing Overall Level							
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
+	Consistently	4	Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.						
-	Not Yet	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.						
x	Not Introduced	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.						
		1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.						

10911 - English Language Arts Overall Performance Level

Foundational Skills	Knows and applies grade level phonics and word analysis skills Recognizes Grade One high frequency words Reads orally with accuracy and fluency Reads and comprehends a variety of grade level texts
Literature & Informational Texts	Asks and answers questions about key details in text Retells a story Knows and uses nonfiction text features to locate information in text Identifies similarities and differences between two texts on the same topic Demonstrates independent reading habits
Speaking & Listening	Participates in collaborative discussions Speaks in complete sentences Asks and answers questions to seek help, get information, or deepen understanding Speaks audibly and expresses thoughts, feelings, and ideas clearly
Language	Uses learned spelling patterns and high frequency words in daily writing Uses grade-level grammar, punctuation, and capitalization in daily writing Uses correct letter formation and placement to write legibly Understands and uses grade level academic and content specific vocabulary
Writing	Writes narratives to develop experiences Writes opinions to support a point of view

Q1 Q2 Q3 Q4 Final

	Writes informative/explanatory texts Writes poems with rhyme and repetition Begins to revise and edit
1911 - Mathematics Overall Performance Level	
Operations & Algebraic Thinking	Represents and solves story problems Understands and applies properties of addition and subtraction Adds and subtracts within 20 Work with addition and subtraction equations
Number & Operations	Reads, writes, and compares numbers Demonstrates an understanding of place value Uses place value understanding and properties of operations to add and subtract
Measurement & Data	Understands linear measurement and compares lengths Tells and writes time Represents and interprets data Works with money
Geometry	Reasons with shapes and their attributes
Mathematical Practice	Makes sense of problems and perseveres in solving them Models and explains using tools
2911 - Science & Technology / Engineering Overall Performance Level	
Science Practices	Asks questions and identifies problems Gathers, analyzes, and communicates information from investigations Uses information from text/print, media and investigations as evidence Predicts outcomes based on patterns or observed characteristics
Content & Concepts	Understands and applies the Life Science standards Understands and applies Earth Science standards Understands and applies Physical Science standards Understands and applies Technology/Engineering standards
3911 - History & Social Science Overall Performance Level	
Content & Concepts	Understands and applies the Civics & Government standards Understands and applies the Geography standards Understands and applies the History & Culture standards
6921 - Visual Arts Overall Performance Level	
Content & Concepts	Successfully demonstrates Art concepts and skills Listens, follows directions, and cooperates with others
6931 - Music Overall Performance Level	
Content & Concepts	Successfully demonstrates Music concepts and skills Listens, follows directions, and cooperates with others
8931 - Physical Education Overall Performance Level	
Content & Concepts	Successfully demonstrates Physical Ed concepts and skills Listens, follows directions, and cooperates with others

Life Long Learning Skills	Q1	Q2	Q3	Q4			
Interacts respectfully with others							
Takes responsibility for actions							
Shows self-control							
Uses problem solving in social situations							
Follows established routines							
Listens and follows directions							
Organizes and takes responsibility for belongings							
Uses classroom materials purposefully and respectfully							
Is willing to try new experiences and strategies							
Makes transitions easily							
Uses time constructively							
Works well independently							
Works well with others							
Seeks help when appropriate							
Completes and returns homework assignments when due							
Overall Conduct		Overall Effort					
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

**** If applicable, please refer to your child's IEP for progress toward his or her individual goals ****

2016 Summer Reading Assignment

Completed

Type	Q1	Q2	Q3	Q4	Year to Date
Absent	0	0	0	0	0
Dismissed	0	0	0	0	0
Tardy	0	0	0	0	0

Q1 Comment

Q2 Comment

Q3 Comment

Q4 Comment

Superintendent's Message

Dear Parent/Guardian,

This report card has been designed to provide detailed information regarding your child's progress toward achieving proficiency of standards as identified by the Massachusetts Curriculum Frameworks.

Leadership skills, social development, and work habits are life-long learning skills that permeate all areas of the Massachusetts Curriculum Frameworks; therefore, this report card reflects your child's participation in the overall educational experience.

Active involvement in your child's education is strongly urged. Please regularly communicate with your child's teacher and utilize the Parent/Guardian section to request a conference and make comments. Working together, we can support both academic and social success for your child.

Sincerely,

Maureen F. Binienda
Superintendent

— Please Sign Below and Return This Page —

Parent/Guardian Comments to the Classroom Teacher

Request Conference

Parent/Guardian Signature

Request Conference with the Classroom Teacher



2016-17 Grade 02 Quarterly Report Card

Student: [Redacted]
 Teacher: [Redacted]

HmRm: [Redacted]

Grade 02 Overall Performance Level		Writing Overall Level							
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
+	Consistently	4	Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.						
-	Not Yet	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.						
x	Not Introduced	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.						
		1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.						

10912 - English Language Arts Overall Performance Level

Foundational Skills	Knows and applies grade level phonics and word analysis skills Reads orally with accuracy and fluency
Literature & Informational Texts	Reads and comprehends a variety of grade level texts Asks and answers questions to demonstrate understanding of key details in a text Retells a variety of texts Knows and uses nonfiction text features to locate key information Identifies central topic or message
Speaking & Listening	Participates in collaborative discussions Asks and answers questions to seek help, get information, or deepen understanding Speaks audibly and expresses thoughts, feelings and ideas clearly
Language	Uses learned spelling patterns and high frequency words in daily writing Uses grade-level grammar, punctuation, and capitalization in daily writing Writes legibly Understands and uses grade-level academic and content specific vocabulary
Writing	Writes narratives to develop experiences Writes informative/explanatory texts Writes opinions to support a point of view Writes stories or poems with dialogue Begins to revise and edit

1912 - Mathematics Overall Performance Level

Q1 Q2 Q3 Q4 Final

Operations & Algebraic Thinking	Uses addition/subtraction within 100 to solve word problems Automatically recalls addition and subtraction facts Works with equal groups of objects to gain a foundation for multiplication
Number & Operations	Identifies and understands place value to 1000 Counts within 1,000 by 5s, 10s, 100s Reads, writes, and compares numbers up to 1,000 Adds and subtracts within 1,000 Demonstrates fluency with place value strategies within 100. Explains strategies used Mentally adds/subtracts 10 or 100 to a given number
Measurement & Data	Measures, estimates and compares lengths in standard units Tells and writes time to the nearest minutes Solves word problems involving money and uses appropriate notation Collects, represents, and interprets measurement data
Geometry	Reasons with shapes and their attributes
Mathematical Practice	Makes sense of problems and perseveres in solving them Models and explains using tools

2912 - Science & Technology / Engineering Overall Performance Level

Science & Engineering	Asks questions and identifies problems that impact us Collects and analyzes data from investigations and communicates findings Uses observations/data from investigations and information obtained from varied sources to support a claim/argument
Content & Concepts	Understands and applies the Life Science standards Understands and applies the Earth Science standards Understands and applies the Physical Science standards Understands and applies the Technology/Engineering standards

3912 - History & Social Science Overall Performance Level

Content & Concepts	Understands and applies the Civics & Government standards Understands and applies the Geography standards Understands and applies the History & Culture standards
--------------------	---

6982 - Visual Arts Overall Performance Level

Content & Concepts	Successfully demonstrates Art concepts and skills Listens, follows directions and cooperates with others
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6992 - Music Overall Performance Level

Content & Concepts	Successfully demonstrates Music concepts and skills Listens, follows directions and cooperates with others
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8912 - Physical Education Overall Performance Level

Content & Concepts	Successfully demonstrates Physical Ed concepts and skills Listens, follows directions and cooperates with others
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Life Long Learning Skills	Q1	Q2	Q3	Q4
Interacts respectfully with others				
Takes responsibility for actions				
Shows self-control				
Uses problem solving in social situations				
Follows established routines				
Listens and follows directions				
Organizes and takes responsibility for belongings				
Uses classroom materials purposefully and respectfully				
Is willing to try new experiences and strategies				
Makes transitions easily				
Uses time constructively				
Works well independently				
Works well with others				
Seeks help when appropriate				
Completes and returns homework assignments when due				

Overall Conduct				Overall Effort			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

**** If applicable, please refer to your child's IEP for progress toward his or her individual goals ****

2016 Summer Reading Assignment

Completed

Type	Q1	Q2	Q3	Q4	Year to Date
Absent	0	0	0	0	0
Dismissed	0	0	0	0	0
Tardy	0	0	0	0	0
Q1 Comment			Q2 Comment		

Q3 Comment

Q4 Comment

Superintendent's Message

Dear Parent/Guardian,

This report card has been designed to provide detailed information regarding your child's progress toward achieving proficiency of standards as identified by the Massachusetts Curriculum Frameworks.

Leadership skills, social development, and work habits are life-long learning skills that permeate all areas of the Massachusetts Curriculum Frameworks; therefore, this report card reflects your child's participation in the overall educational experience.

Active involvement in your child's education is strongly urged. Please regularly communicate with your child's teacher and utilize the Parent/Guardian section to request a conference and make comments. Working together, we can support both academic and social success for your child.

Sincerely,

Maureen F. Binienda
Superintendent

— Please Sign Below and Return This Page —

Parent/Guardian Comments to the Classroom Teacher

Request Conference

Parent/Guardian Signature

Request Conference with the Classroom Teacher



2016-17 Grade 03 Quarterly Report Card

Student: [Redacted]

Teacher: [Redacted]

HmRm: [Redacted]

Reading Performance Levels

+	Consistently	4	Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.
-	Not Yet	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.
x	Not Introduced	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.
		1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.

Reading Level				Writing Overall Level			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

Q1 Q2 Q3 Q4 Final

10913 - English Language Arts Overall Performance Level

Foundational Skills	Describes how prefixes and suffixes change the meaning of the root word; break apart unknown words with three or more syllable chunks Reads orally with accuracy and fluency
Literature & Informational Texts	Reads and comprehends a variety of grade level texts Determines key ideas/message of text and gives evidence Understands text structures, features, and elements Summarizes important ideas and details in a text Determines meaning of unknown words in text Compares/contrasts important points, elements, and key details of two or more texts
Speaking & Listening	Engages effectively in a range of collaborative discussions Communicates effectively in oral presentations
Language	Spells grade- appropriate words and uses spelling patterns accurately in daily writing Uses grade-level conventions (grammar, punctuation, and capitalization) in daily writing Understands and uses grade level academic and content vocabulary
Writing	Writes narratives to develop real or imagined stories Writes opinion pieces supporting a point of view Writes informative/explanatory texts Develops and strengthens writing as needed by planning, drafting, revising, and editing Conducts short research projects about a topic Uses technology to produce and publish

1913 - Mathematics Overall Performance Level

Operations & Algebraic Thinking	Understands the relationship between multiplication and division Represents and solves problems involving multiplication and division Knows multiplication and related division facts through 10 X 10 Multiplies and divides within 100 Solves multi-step problems involving the four operations Identifies and explains patterns in arithmetic
Number & Operations	Uses place value understanding to round whole numbers and to multiply Uses place value understanding and properties of operations to add and subtract Demonstrates an understanding of fractions as numbers
Measurement & Data	Solves problems including measurement and estimation of time, liquid volume, and masses of objects Represents and interprets data using picture graphs, bar graphs and line plots Understands area and perimeter
Geometry	Reasons with shapes and their attributes
Mathematical Practice	Makes sense of problems and perseveres in solving them Models and explains using tools

2913 - Science & Technology Overall Performance Level

Science & Engineering	Asks questions and defines problems that can be solved Obtains, analyzes, interprets, and communicates information from investigations Uses observations/data from investigations and information obtained from varied sources to support a claim/argument
Content & Concepts	Understands and applies the Life Science standards Understands and applies the Earth Science standards Understands and applies the Physical Science standards Understands and applies Engineering/Technology standards

3913 - History & Social Science Overall Performance Level

Content & Concepts	Understands and applies the Civics & Government standards Understands and applies the Geography standards Understands and applies the History & Culture standards
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6923 - Visual Arts Overall Performance Level

Content & Concepts	Successfully demonstrates Art concepts and skills Listens, follows directions, and cooperates with others
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6933 - Music Overall Performance Level

Content & Concepts	Successfully demonstrates Music concepts and skills Listens, follows directions, and cooperates with others
--------------------	--

8913 - Physical Education Overall Performance Level

Content & Concepts	Successfully demonstrates Physical Ed concepts and skills Listens, follows directions, and cooperates with others
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Life Long Learning Skills	Q1	Q2	Q3	Q4				
Interacts respectfully with others								
Takes responsibility for actions								
Shows self-control								
Uses problem solving in social situations								
Follows routines								
Follows directions								
Organizes materials								
Willing to take risks with new ideas and experiences								
Transitions well from one activity to another								
Manages time								
Collaborates effectively with others								
Works independently								
Asks for help when appropriate								
Sustains attention to work over a period of time								
Strives to produce quality work								
Participates in class								
Uses unstructured time well								
Writes legibly in all subjects								
Completes and returns homework assignments when due								
	Overall Conduct				Overall Effort			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

** If applicable, please refer to your child's IEP for progress toward his or her individual goals **

2016 Summer Reading Assignment

Completed

Type	Q1	Q2	Q3	Q4	Year to Date
Absent	0	0	0	0	0
Dismissed	0	0	0	0	0
Tardy	0	0	0	0	0

Q1 Comment **Q2 Comment**

Q3 Comment **Q4 Comment**

Superintendent's Message

Dear Parent/Guardian,

This report card has been designed to provide detailed information regarding your child's progress toward achieving proficiency of standards as identified by the Massachusetts Curriculum Frameworks.

Leadership skills, social development, and work habits are life-long learning skills that permeate all areas of the Massachusetts Curriculum Frameworks; therefore, this report card reflects your child's participation in the overall educational experience.

Active involvement in your child's education is strongly urged. Please regularly communicate with your child's teacher and utilize the Parent/Guardian section to request a conference and make comments. Working together, we can support both academic and social success for your child.

Sincerely,

Maureen F. Binienda
Superintendent

— Please Sign Below and Return This Page —

Parent/Guardian Comments to the Classroom Teacher

Request Conference **Parent/Guardian Signature**

Request Conference with the Classroom Teacher



2016-17 Grade 04 Quarterly Report Card

Student: [Redacted]
 Teacher: [Redacted]

HmRm: [Redacted]

Grade 04 Performance Levels

+	Consistently	A	90 - 100
-	Not Yet	B	80 - 89
*	Not Introduced	C	70 - 79
		D	65 - 69
		F	0-64

Reading Grade Levels

Writing Overall Mark

Reading Grade Levels				Writing Overall Mark			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

10914 - English Language Arts Overall Mark

Foundational Skills	Reads orally with accuracy and fluency
Literature & Informational Texts	Reads and comprehends a variety of grade level texts Determines key ideas/theme of text and gives evidence Understands text structures, features and elements Summarizes important ideas and details in text Determines meaning of unknown words and phrases in a text
Speaking & Listening	Engages effectively in a range of collaborative discussions Communicates effectively in oral presentations Compares/contrasts important points, elements, and key details of two or more texts
Language	Spells grade appropriate words and uses spelling patterns accurately in daily writing Uses grade-level conventions (grammar, punctuation, and capitalization) in writing Understands and uses grade level academic and content vocabulary
Writing	Writes narratives to develop real or imagined stories Writes opinion pieces supporting a point of view with reasons and information Writes informative/explanatory pieces to convey ideas and information Develops and strengthens writing as needed by planning, drafting, revising, and editing Finds and takes notes on relevant information from a variety of sources for research purpose Uses technology to produce and publish

1914 - Mathematics Overall Mark

Operations & Algebraic Thinking	Uses the four operations with whole numbers to solve word problems
---------------------------------	--

Q1 Q2 Q3 Q4 Final

Number & Operations in Base Ten	Identifies and generates factors and multiples Generates/analyzes number and shape patterns Demonstrates an understanding of place value of multi-digit whole numbers Demonstrates fluency with multiplication facts and related division facts through 12 X 12 Fluently adds and subtracts multi-digit whole numbers Multiplies 4-digit by 1-digit and 2-digit by 2-digit numbers Understands and explains whole number quotients & remainders
Number & Operations - Fractions	Demonstrates an understanding of fraction equivalence and ordering Demonstrates an understanding of decimal notation for fractions -denominators of 10 & 100 Compares decimals Adds/subtracts fractions and mixed numbers with like denominators Multiplies a fraction by a whole number
Measurement & Data	Solves problems involving measurement and conversion of measurements within one system Demonstrates an understanding of angles and measures angles Applies the area and perimeter formulas for rectangles to real-life examples
Geometry	Represents and interprets data using line plots Analyzes, compares, and classifies lines, angles and two-dimensional shapes Recognizes and draws lines of symmetry
Mathematical Practice	Makes sense of problems and perseveres in solving them Models and explains using tools
2914 - Science & Technology Overall Mark	
Science & Engineering	Defines and solves problems using science and engineering practices Obtains, analyzes, interprets, and communicates information from investigations Uses observations/data from investigations and information obtained from varied sources to support a claim/argument
Content & Concepts	Understands and applies the Life Science standards Understands and applies Earth Science standards Understands and applies Physical Science standards Understands and applies Technology/Engineering standards
3914 - History & Social Science Overall Mark	
Content & Concepts	Understands and applies the Civics & Government standards Understands and applies the Geography standards Understands and applies the U.S. History & Culture standards Understands and applies the Canada & Mexico standards

6914 - Music Overall Mark



2016-17 Grade 05 Quarterly Report Card

Student: [Redacted]
 Teacher: [Redacted]

HmRm: [Redacted]

Overall Achievement Levels	
+	Consistently
	Not Yet
x	Not Introduced

Reading Grade Level		Writing Overall Mark					
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

10915 - English Language Arts Overall Mark

Foundational Skills	Reads orally with accuracy and fluency
Literature & Informational Texts	Reads and comprehends a variety of grade level texts Determines key ideas/theme of text and gives evidence by quoting directly Understands text structures, features, and elements Summarizes important ideas and details in a text Determines meaning of unknown words and phrases in a text Compares/contrasts important points, elements, and key details of two or more texts
Speaking & Listening	Engages effectively in a range of collaborative discussions Communicates effectively in oral presentations
Language	Spells grade appropriate words and uses spelling patterns accurately in daily writing Uses grade-level conventions (grammar, punctuation, and capitalization) in writing Understands and uses grade-level academic and content vocabulary
Writing	Writes narrative to develop real or imagined expectations using effective technique, descriptive details, and clear event sequences Writes opinion pieces supporting a point of view with logically ordered reasons that are supported by facts Writes informative/explanatory pieces to convey ideas and information Develops and strengthens writing as needed by planning, drafting, revising, and editing Finds, takes notes, and paraphrases relevant information from a variety of sources for research purpose Uses technology to produce and publish

1915 - Mathematics Overall Mark

	Q1	Q2	Q3	Q4	Final
Operations & Algebraic Thinking					
	Writes, interprets, and evaluates numerical expressions				
	Analyzes patterns and relationships				
Number & Operations in Base Ten					
	Understands the place value system				
	Performs operations with multi-digit whole numbers and decimals to hundredths				
	Demonstrates fluent recall of addition, subtraction, multiplication and division facts				
Number & Operations - Fractions					
	Solves real world problems with fractions				
	Uses equivalent fractions as a strategy to add or subtract fractions				
	Applies understanding of multiplication and division when multiplying and dividing fractions				
The Number System					
	Uses positive and negative integers to describe quantities				
Measurement & Data					
	Converts like measurement units within a given measurement system				
	Represents and interprets data using line plots				
	Understands volume and relates to multiplication and division				
Geometry					
	Graphs points on the coordinate plane to solve real-world and mathematical problems				
	Classifies two-dimensional figures based on their properties				
Mathematical Practice					
	Makes sense of problems and perseveres in solving them				
	Models and explains using tools				
2915 - Science & Technology Overall Mark					
Science & Engineering					
	Poses questions and incorporates science and engineering practices to solve problems				
	Obtains, analyzes, interprets, and communicates information from investigations				
	Uses observations/data from investigations and information obtained from varied sources to support a claim/argument				
Content & Concepts					
	Understands and applies the Life Science standards				
	Understands and applies Earth & Space Science standards				
	Understands and applies Physical Science standards				
	Understands and applies Technology/Engineering standards				
3915 - History & Social Science Overall Mark					
Content & Concepts					
	Understands and applies the Civics & Government standards				
	Understands and applies the Geography standards				
	Understands and applies the History & Culture standards				
6915 - Music Overall Mark					
Content & Concepts					
	Successfully demonstrates Music concepts and skills				
	Listens, follows directions, and cooperates with others				
6925 - Visual Arts Overall Mark					

		Q1	Q2	Q3	Q4	Final
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Content & Concepts Successfully demonstrates Music concepts and skills
Listens, follows directions, and cooperates with others

6924 - Visual Arts Overall Mark

Content & Concepts Successfully demonstrates Art concepts and skills
Listens, follows directions, and cooperates with others

8914 - Physical Education Overall Mark

Content & Concepts Successfully demonstrates Physical Ed concepts and skills
Listens, follows directions, and cooperates with others

8924 - Health Education Overall Mark

Content & Concepts Successfully demonstrates Health concepts and skills
Listens, follows directions, and cooperates with others

Life Long Learning Skills

	Q1	Q2	Q3	Q4
Interacts respectfully with others				
Takes responsibility for actions				
Shows self-control				
Uses problem solving in social situations				
Follow rules, procedures, and directions				
Organizes materials				
Manages time				
Asks for help when appropriate				
Sustains attention to work over a period of time				
Participates in class				
Uses unstructured time well				
Strives to produce quality work				
Writes legibly in all subjects				
Completes and returns homework assignments when due				

	Overall Conduct				Overall Effort			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

**** If applicable, please refer to your child's IEP for progress toward his or her individual goals ****

2016 Summer Reading Assignment

Completed

Type	Q1	Q2	Q3	Q4	Year to Date
Absent	0	0	0	0	0
Dismissed	0	0	0	0	0
Tardy	0	0	0	0	0

Q1 Comment Q2 Comment

Q3 Comment Q4 Comment

Superintendent's Message

Dear Parent/Guardian,

This report card has been designed to provide detailed information regarding your child's progress toward achieving proficiency of standards as identified by the Massachusetts Curriculum Frameworks.

Leadership skills, social development, and work habits are life-long learning skills that permeate all areas of the Massachusetts Curriculum Frameworks; therefore, this report card reflects your child's participation in the overall educational experience.

Active involvement in your child's education is strongly urged. Please regularly communicate with your child's teacher and utilize the Parent/Guardian section to request a conference and make comments. Working together, we can support both academic and social success for your child.

Sincerely,

Maureen F. Binienda
Superintendent

— Please Sign Below and Return This Page —

Parent/Guardian Comments to the Classroom Teacher

Request Conference

Parent/Guardian Signature

Request Conference with the Classroom Teacher

		Q1	Q2	Q3	Q4	Final	
Content & Concepts	Successfully demonstrates Art concepts and skills						
	Listens, follows directions, and cooperates with others						
8915 - Physical Education Overall Mark							
Content & Concepts	Successfully demonstrates Physical Ed concepts and skills						
	Listens, follows directions, and cooperates with others						
8925 - Health Education Overall Mark							
Content & Concepts	Successfully demonstrates Health concepts and skills						
	Listens, follows directions, and cooperates with others						
Life Long Learning Skills		Q1	Q2	Q3	Q4		
Interacts respectfully with others							
Takes responsibility for actions							
Shows self-control							
Uses problem solving in social situations							
Follow rules, procedures, and directions							
Organizes materials							
Manages time							
Asks for help when appropriate							
Sustains attention to work over a period of time							
Participates in class							
Uses unstructured time well							
Strives to produce quality work							
Writes legibly in all subjects							
Completes and returns homework assignments when due							
Overall Conduct				Overall Effort			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

** If applicable, please refer to your child's IEP for progress toward his or her individual goals **

2016 Summer Reading Assignment

Completed

Type	Q1	Q2	Q3	Q4	Year to Date
Absent	0	0	0	0	0
Dismissed	0	0	0	0	0
Tardy	0	0	0	0	0

Q1 Comment

Q2 Comment

Q3 Comment

Q4 Comment

Superintendent's Message

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Superintendent

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Parent/Guardian Comments to the Classroom Teacher

Request Conference

Parent/Guardian Signature

Request Conference with the Classroom Teacher



2016-17 Grade 06 Quarterly Report Card

Student: [Redacted]

Teacher: [Redacted]

HmRm: [Redacted]

Key To Performance Levels

+	Consistently	A	90 - 100
-	Not Yet	B	80 - 89
x	Not Introduced	C	70 - 79
		D	65 - 69
		F	0-64

Reading Grade Level				Writing Overall Mark			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

Q1	Q2	Q3	Q4	Final
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10916 - English Language Arts Overall Mark

Literature & Informational Texts	<p>Reads and comprehends a variety of grade level texts</p> <p>Determines key ideas/ theme, gives evidence by paraphrasing, and objectively summarizes</p> <p>Describes how a particular text's plot unfolds and how the characters respond/change</p> <p>Determines the meaning of unknown words and phrases including figurative, connotative and technical</p> <p>Analyzes how a part of a text fits into the overall structure</p> <p>Compares and contrasts information and presentation of ideas in various multimedia and genre</p> <p>Analyzes how a key individual, event, or idea is introduced, illustrated and elaborated</p> <p>Determines the point of view/ purpose and how it is developed</p>
Speaking & Listening	<p>Engages effectively in a range of collaborative discussions</p> <p>Communicates effectively in oral presentations</p> <p>Presents claims and findings, sequencing ideas logically and using specific details</p>
Language	<p>Spells grade appropriate words and uses spelling patterns accurately in daily writing</p> <p>Uses grade-level conventions (grammar, punctuation, and capitalization) in writing</p> <p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases</p> <p>Uses grade-level academic and content specific vocabulary</p>
Writing	<p>Writes narratives to develop real or imagined experiences or events</p> <p>Writes informative/explanatory texts and conveys ideas, through logical organization and analysis</p>

Writes arguments to support claims with clear reasons and relevant evidence

Produces clear writing in which the development, organization and style are appropriate to task, purpose and audience

Strengthens writing by planning, revising, editing and rewriting

Conducts short research assignments to answer a question, drawing on several sources

Gathers relevant information from multiple sources; assess the credibility of each source

Uses technology to produce and publish

1916 - Mathematics Overall Mark

Ratios & Proportions	<p>Writes, interprets and evaluates ratios</p> <p>Uses ratio reasoning to solve word problems</p>
The Number System	<p>Performs operations on whole numbers fluently</p> <p>Performs operations on decimals fluently</p> <p>Interprets and computes quotients of fractions</p> <p>Solves word problems involving division of fractions by fractions</p> <p>Understands opposite integers are used together to describe quantities having opposite values</p> <p>Uses positive and negative integers to represent quantities in real-world contexts</p> <p>Interprets and uses integers as points on a number line and in pairs as coordinates on the coordinate plane</p> <p>Looks for and makes use of structures, and generalizes patterns in repeated reasoning</p>
Expressions & Equations	<p>Applies and extends previous understandings of arithmetic to algebraic expressions</p> <p>Represents, analyzes and reasons about one-variable equations and inequalities to solve</p> <p>Represents and analyzes quantitative relationships between dependent and independent variables</p> <p>Analyzes the relationship between two quantities using graphs and tables and relates these to an equation</p>
Mathematical Practice	<p>Makes sense of problems and perseveres in solving them</p> <p>Constructs precise, evidenced based mathematical arguments and critiques the reasoning of others</p> <p>Models with mathematics using tools strategically</p>
2916 - Science & Technology Overall Mark	
Science & Engineering	<p>Poses questions and incorporates science and engineering practices to solve problems</p> <p>Obtains, analyzes, interprets, and communicates information from investigations</p> <p>Uses observations/data from investigations and information obtained from varied sources to support a claim/argument</p>
Content & Concepts	<p>Understands and applies the Life Science standards</p> <p>Understands and applies Earth & Space Science standards</p> <p>Understands and applies Physical Science standards</p>

		Q1	Q2	Q3	Q4	Final	
	Understands and applies Technology/Engineering standards						
8916 - History & Social Science Overall Mark							
Content & Concepts	Understands and applies the History & Geography standards						
	Understands and applies the Civics & Government standards						
	Understands and applies the Economics standards						
6916 - Music Overall Mark							
Content & Concepts	Successfully demonstrates Music concepts and skills						
	Listens, follows directions, and cooperates with others						
6926 - Visual Arts Overall Mark							
Content & Concepts	Successfully demonstrates Art concepts and skills						
	Listens, follows directions, and cooperates with others						
8916 - Physical Education Overall Mark							
Content & Concepts	Successfully demonstrates Physical Ed concepts and skills						
	Listens, follows directions, and cooperates with others						
8926 - Health Education Overall Mark							
Content & Concepts	Successfully demonstrates Health concepts and skills						
	Listens, follows directions, and cooperates with others						
Life Long Learning Skills		Q1	Q2	Q3	Q4		
	Interacts respectfully with others						
	Takes responsibility for actions						
	Organizes work place and materials						
	Turns in neat, legible work in all subjects						
	Works independently and collaboratively						
	Follow rules, procedures, and directions						
	Willing to take risks with new ideas and experiences						
	Manages structured and unstructured time						
	Strives to produce quality work						
	Completes and returns homework assignments when due						
Overall Conduct		Overall Effort					
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

** If applicable, please refer to your child's IEP for progress toward his or her individual goals **

2016 Summer Reading Assignment

Completed

Type	Q1	Q2	Q3	Q4	Year to Date
Absent	0	0	0	0	0
Dismissed	0	0	0	0	0
Tardy	0	0	0	0	0

Q1 Comment

Q2 Comment

Q3 Comment

Q4 Comment

Superintendent's Message

Dear Parent/Guardian,

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Sincerely,

Maureen F. Binienda
Superintendent

— Please Sign Below and Return This Page —

Parent/Guardian Comments to the Classroom Teacher

Request Conference

Parent/Guardian Signature

Request Conference with the Classroom Teacher

X. GENERAL BUSINESS
Administration/Mr. Monfredo/
Mr. O'Connell/Miss Biancheria
(August 24, 2016)

CURRENT ITEM - gb #5-292.1
S.C. MEETING - 9-1-16

1ST ITEM gb #5-292 S.C.MTG. 11-5-15
2ND ITEM gb #5-292.1 S.C.MTG. 9-1-16

ITEM:

Response of the Administration to the request to include chronic absenteeism percentages in all accountability plans and annual benchmarks.

ORIGINAL ITEM: Mr. Monfredo/Mr. O'Connell/Miss Biancheria
(October 19, 2015)

Request that the Administration include chronic absenteeism percentages in all accountability plans and annual benchmarks.

PRIOR ACTION:

11-5-15 - Referred to the Administration.
Mr. Monfredo made the following motion:
Request that the item be referred to the Administration for a report back in December.
Dr. Boone indicated that 26 schools already refer to efforts to improve attendance in some way and an additional 6 schools include specific measures to improve attendance in their accountability plans.
Mr. O'Connell suggested that we ask schools to consider including chronic absenteeism percentages in their accountability plans.
Mayor Petty moved and it was voice voted to refer the item to the Administration.

BACKUP:

The Instructional Leadership Team (TLT) in each school includes student attendance as a priority in their Accountability Plans.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

What is the \$eedMA Program?

\$eedMA is a new program designed by Treasurer Deborah B. Goldberg to help Worcester families invest in their child's higher education.

It provides kindergarten students with a **\$50 deposit** funded through the Office of the State Treasurer and Receiver General of Massachusetts to establish a Massachusetts 529 college savings account also known as the U.Fund College Investing Plan.

Why should you save for your child's higher education expenses?

Putting aside money early and often is the best way to build your savings and help your child pay for college. Research shows that just establishing a college savings account makes a child **7 times more likely to attend college**.¹

When covering college costs, most families aim to contribute a portion of their savings and borrow the rest through student loans. However, because you will be paying interest on these loans, saving even a little bit of money each month could decrease those costs down the road.

What is a 529 college savings account?

A 529 college savings account is a tax-advantaged account specifically **designed to help families save for college** through professionally managed portfolios of mutual funds.

When a child with a 529 account reaches college age, the funds in the account can be used to pay for qualified higher education expenses (including accredited vocational and technical training), and are exempt from federal and state income taxes.

¹ William Elliot III and Sandra Beverly, "The Role of Savings and Wealth in Reducing 'Wilt' Between Expectations and College Attendance," *George Warren Brown School of Social Work Center for Social Development* (January 2010): 1-2.



Learn more at
SeedMA.org

Brought to you by



**Office of the State Treasurer
and Receiver General of Massachusetts**



\$eedMA is a program that is offered through the Office of Economic Empowerment of the Office of the State Treasurer and Receiver General of Massachusetts ("Office of the State Treasurer") that provides eligible kindergarten students with a \$50 deposit to establish a U.Fund College Investing Plan account. The Economic Empowerment Trust Fund ("EETF") is administered by the State Treasurer and is a recognized 501(c)(3) non-profit organization that is statutorily authorized to support and facilitate the establishment of college savings accounts in cooperation with MEFA. Funding for the \$eedMA program is provided by the EETF and the Office of the State Treasurer implements the programmatic goals of the EETF.



\$eedMA

**An Investment in
your Child's Future**



mefaSM
Massachusetts Educational
Financing Authority

ANNEX A
gb #6-162.1
Page 1

Invest in your Child's Future Today

What are the benefits of opening a 529 account through the \$eedMA Program?

- Every account includes a **free \$50 deposit** through the Office of the State Treasurer and Receiver General of Massachusetts.
- Funds in the account can be used to pay for a variety of higher education expenses, including tuition, fees, room and board, books, supplies, and computer equipment.
- Qualified withdrawals are free from federal and state income taxes.
- The adult account holder maintains control over the account on behalf of the student.
- There are no account maintenance fees.
- Signing up is easy through our online form.
- Each account has access to free college planning tools and resources through the Massachusetts Educational Financing Authority (MEFA).

How do I open a 529 account through the \$eedMA Program?





A 529 account through the \$eedMA Program can be opened by any eligible adult on behalf of a kindergarten student enrolled in the **Worcester Public School System** for the 2016-2017 school year.

The Office of the State Treasurer and Receiver General of Massachusetts and MEFA will be hosting enrollment events throughout Worcester during the school year. Signing up is also easy through our online form. For more information visit www.SeedMA.org.

After opening a 529 account, how do I start building my savings?




Families should aim to contribute to their 529 college savings account on a monthly basis, in whatever amount they prefer.

Here are some ideas to help your savings grow:

-  Set up a monthly Direct Deposit, either through your employer's payroll or your bank account.
-  Save a percentage of your tax refund each year.
-  Encourage your children to actively participate in saving.
-  Ask family and friends to contribute to your 529 college savings account on holidays and birthdays.

How will the \$eedMA program provide financial education to my family?

Every account established through the \$eedMA program comes with the following benefits:

-  Free access to a financial education curriculum.
-  Age-appropriate money management lessons for children and adults.
-  Direct access to additional tools and information through MEFA.








Who is MEFA?

MEFA (the Massachusetts Educational Financing Authority) is a non-profit state authority created to provide college planning information, guidance, and programs to help families plan, save, and pay for college.





The Office of the State Treasurer and Receiver General of Massachusetts is partnering with MEFA to deliver the \$eedMA program and age-appropriate financial education training to Worcester families.

What information will I need to open a 529 account through the \$eedMA Program?

For the Account Holder (Parent or other Adult):

-  Name
-  Social Security Number
-  Date of Birth
-  Legal Address
-  Phone Number
-  Email Address
-  Employment Information (if employed)

For the Beneficiary (Student):

-  Name
-  Social Security Number
-  Date of Birth
-  Legal Address

SeedMA.org





SeedMA: Fact Sheet

What is SeedMA?

SeedMA is a universal, seed-funded College Savings Account program, designed to help Massachusetts children and families save for postsecondary education and training, develop positive savings behaviors, and establish college-bound identities.

The program, presently in the pilot stage, will be open to every kindergarten student enrolled in the Worcester Public School System for the 2016-2017 school year. Eventually SeedMA will become available to every kindergarten student in Massachusetts.

Accounts through the SeedMA program are offered through the Office of the Treasurer and Receiver General of Massachusetts and are funded through public-private partnerships.

What is the overall purpose and goal of SeedMA?

The purpose of SeedMA is to help Massachusetts students and families save for postsecondary education, develop college aspirations, and learn essential financial literacy skills.

The SeedMA program will dedicate its resources in support of three principal goals. First, it aims to increase the percentage of children saving for higher education in the City of Worcester. Second, it seeks to deliver high-quality financial education programming to students and parents, building a culture centered on saving for the future and employing prudent budget management. Third, it strives to boost postsecondary enrollment and graduation rates for Worcester High School students by fostering aspirations of higher education for economically vulnerable and disadvantaged children.

What is a 529 college savings account?

Every college savings account offered through SeedMA is a "529 plan," a tax-advantaged investment plan authorized by Section 529 of the Internal Revenue Code and designed to encourage savings for higher education. These accounts are specifically offered through the Massachusetts Educational Financing Authority's (MEFA) U.Fund, which is sponsored by the Commonwealth of Massachusetts and managed by Fidelity Investments.

Every account through the SeedMA program includes a \$50 seed deposit, to help jump start families on savings for future success. Earnings in the account grow tax deferred, and qualified withdrawals are not subject to federal and state income taxes. Each account can hold a maximum of \$375,000 per beneficiary. In addition, contributions to the account are not tax-deductible and there are no annual account maintenance fees.

These accounts will not affect eligibility for most public benefits (e.g, SNAP, TANF, SSI, etc.) and a tax credit has been established to help families save money in their child's 529 account (up to \$1,000 per parent and \$2,000 per couple).

When can I sign up?

Open enrollment for SeedMA will occur at the beginning of the 2016-2017 school year for kindergarten students enrolled in the Worcester Public School System. The program will launch on August 23rd, 2016, in conjunction with the Worcester Public Schools' "Countdown to Kindergarten" event at the EcoTarium, from 4:00pm – 7:00pm.

After open enrollment begins, families can sign up on www.SeedMA.org or at one of our many locations throughout the city that will be hosting enrollment sessions to walk individuals through the process. A list of locations and dates can be found on our website.



How does it work?

Families interested in signing up for an account through the \$eedMA program will be asked to complete the account registration process through our website at www.SeedMA.org. Parents must also sign a consent form, which can be acquired from school or downloaded as a PDF from our website and returned to the child's school once completed. After enrolling in the account and signing the consent form, families can begin making contributions and will receive information from MEFA and the Office of the Treasurer and Receiver General about growing their children's accounts.

Why should I sign up?

Accounts opened through the \$eedMA program are an effective way for families to save for future aspirations in the face of rising higher education costs. They are a tested tool that serves to cultivate educational expectations and aspirations for children. Research indicates that children with a children's saving account are roughly seven times more likely to attend college than those without one.¹ Youth who grow up knowing they have savings that will help finance further education are more likely to succeed academically than those who do not.² Every dollar saved today will help strengthen your child's college aspirations, and even small dollar contributions make a difference: studies show that children with \$500 or less saved for college are three times more likely to attend college, and four times more likely to graduate.³

Students and families with accounts through the \$eedMA program will also benefit from the financial education curriculum, integrated into the savings program. For students, the benefits of learning key financial literacy principles extend beyond higher education aspirations and help them develop positive attitudes towards savings and financial institutions.⁴

Why was Worcester chosen as the pilot community?

The gateway city of Worcester was selected as the \$eedMA pilot city because of its strong community networks, and its unique ability to take advantage of opportunities and solve problems. As the second largest city in New England, Worcester represents a diverse population in terms of educational attainment, income levels, and ethnicity. Combined with the many public and private colleges and universities in Greater Worcester, the city serves as an exemplary model for the pilot program. A new partnership among four public colleges and universities in the greater Worcester area – Fitchburg State University, Mount Wachusett Community College, Quinsigamond Community College, and Worcester State University – is an example of that strong community network and ability to solve problems; students are guaranteed the ability to earn their associate's and bachelor's degrees for \$30,000 in four years. This collaborative and entrepreneurial approach to tackle the challenge of rising tuition costs demonstrates this region's unique potential and promise when it comes to promoting college affordability.

¹ William Elliot III and Sandra Beverly, "The Role of Savings and Wealth in Reducing 'Wilt' Between Expectations and College Attendance," *George Warren Brown School of Social Work Center for Social Development* (January 2010): 1-2.

² Elliott, W., Jung, H., & Friedline, T. (2010). Math achievement and children's savings: Implications for child development accounts. *Journal of Family and Economic Issues*, 31(2), 171-184.

³ Assets and Education Initiative. (2013). Building Expectations, Delivering Results: Asset-Based Financial Aid and the Future of Higher Education. In W. Elliott (Ed.), *Biannual report on the assets and education field*. Lawrence, KS: Assets and Education Initiative (AEDI).

⁴ Jermie Greer and Ezra Levin, "Scholarly Research on Children's Savings Accounts," *Corporation for Enterprise Development* (June 2014): 1-2.

SCHOLARLY RESEARCH ON CHILDREN'S SAVINGS ACCOUNTS

Empirical evidence gathered over the last several years documents the potential of Children's Savings Accounts (CSAs) to expand educational and economic opportunity for low- and moderate-income families. While much of the research on CSAs is based on regression analyses of panel data, randomized controlled trials (RCTs) have also found positive impacts from CSAs and financial education targeted to young children. This Fact File serves as an annotated bibliography of peer-reviewed research on CSAs as it relates to three topics: early child development and financial capability, college expectations, and college enrollment and graduation.

FACT: Children's savings improve early child development and future financial capability

CSAs have the potential to impact child development and financial capability throughout the lifecycle. Several rigorous RCTs show that starting kids with financial education and savings early in life can have positive impacts on their socio-emotional development and improve their financial capability. Because these RCTs focus on children, we will not know their long-term financial and educational impacts for years, but panel data analysis shows that adults who had savings as children have improved financial literacy, a greater diversification of savings, and a higher level of savings overall.

NUMBERS TO KNOW:

Children with **\$500 or less** saved for college are
3 times more likely to enroll and
4 times more likely to graduate

Source: Assets and Education Initiative (2013)



Finding #1: Children provided a CSA at birth score better on socio-emotional development indicators than their counterparts who did not receive a CSA. These positive effects occur regardless of the amount or frequency of deposits made by parents into the child's account.¹



Finding #2: Families with children who are provided a seeded, matched savings account at birth save significantly more for college than families of children who did not receive these accounts.²



Finding #3: After receiving five hours of classroom-based financial education, students demonstrated greater knowledge of financial concepts, and these knowledge gains persisted one year later. Attitudes towards saving and financial institutions also improved.³

Finding #4: Children enrolled in a matched savings program and receiving financial education scored significantly higher on financial literacy tests than children who received the education alone, without a savings account.⁴

Finding #5: Compared to children without savings, children with savings accumulated a significantly greater level of savings as adults.^{5 6} These young adults were also more likely to develop diverse types of savings and investments, such as stock investments and retirement savings.⁷

FACT: Children with college savings have greater college expectations

One of the first steps towards preparing a child for college is ensuring that she aspires to go to college. Simply put, children who start planning early to go to college are more likely to enroll in college. Many CSA programs actively

push children to plan for education beyond high school, whether a two-year, four-year, or trade school degree. The research in this area finds that children develop ideas about their higher education plans early on; that college savings help children think of themselves as college-bound; and that CSAs help children build a financial plan around paying for college.

Finding #1: Children formulate ideas about their futures, including college attendance, as early as elementary school.^{8 9}

Finding #2: Having an account designated for college helps children build positive expectations about college.^{10 11}

Finding #3: CSAs promote the importance of higher education and make the future feel more proximate for children.¹²

Finding #4: Children aged 12-18 with a savings account for college had higher math scores and were twice as likely to expect to go to college than their counterparts without a college savings account.¹³

Finding #5: Fourth-graders with a CSA were three times as likely to mention savings as an important element in financing college.¹⁴

Finding #6: Financial assets such as CSAs are strongly connected to parents' expectations for their children. The difference between parental expectations in white households and households of color is attributable to disparities in financial assets.⁵

FACT: Children with college savings do better academically

Much of the research on children's savings focuses on academic performance and higher education outcomes. The research shows that families are often unaware of the level of financial aid available to students, and the fear of college unaffordability significantly deters college enrollment. Children with savings have better math and reading scores, higher rates of college enrollment and graduation, and less college-related debt. While the size of these effects differs by study and methodology, the effects tend to be positive and statistically significant.¹⁶

Finding #1: Children in low-wealth families with school savings have higher math scores than those without school savings.^{17 18}

Finding #2: Low college enrollment by youth from low-income families is partly due to uncertainty about college affordability.¹⁹

Finding #3: Most students do not know what amount of financial aid they qualify for until after they have been admitted to college. This timing is often too late to be of value to low-income students as they make their enrollment decisions.²⁰

Finding #4: Even small college savings can have a big effect on college enrollment and graduation.²¹ Low- and moderate-income children with \$500 or less in savings were three times more likely to enroll in college than children with no savings, and four times more likely to graduate.²²

Finding #5: Young adults who had their own account designated for college were two times more likely to be "on course" to complete college (i.e., progressing toward graduation) than those who did not.^{23 24}

Finding #6: CSAs reduce "wilt," the gap between the expectation of attending college after high school and actual college enrollment. Among high school students who expect to attend college, those with a college savings account are four times more likely to attend than those without an account.²⁵

Finding #7: Children whose parents had saved for their college expenses were less likely to take out high-dollar loans for their college education, putting the children at a lower risk of dropping out of college or accumulating burdensome debt.^{26 27}

Resources

CSAs, Child Development, and Future Financial Capability

1. Huang et al., *Effects of Child Development Accounts on early social-emotional development: An experimental test*, 2014
2. Mason et al., *Do Child Development Accounts Promote Account Holding, Saving, and Asset Accumulation for Children's Future?*, 2011
3. Wiedrich et al., *Financial Education & Account Access Among Elementary Students*, 2014
4. Center for Financial Security, *Youth Financial Inclusion: Complementing Financial Education with Account Access*, 2012
5. Friedline and Song, *Accumulating Assets, Debts in Young Adulthood*, 2013
6. Friedline et al., *Testing an Asset-Building Approach for Young People*, 2012
7. Friedline et al., *Toward Healthy Balance Sheets: The Role of a Savings Account for Young Adults' Asset Diversification and Accumulation*, 2014

CSAs and College Expectations

8. Sherraden et al., *Financial Capability in Children: Effects of Participation in a School-Based Financial Education and Savings Program*, 2009
9. Elliott, *We Save, We Go to College*, 2012
10. Elliott et al., *The Age Old Question, Which Comes First? A Simultaneous Test of Children's Savings and Children's College-Bound Identity*, 2011
11. Destin, *Integrating Resource-Based and Person-Based Approaches to Understanding Wealth Effects on School Achievement*, 2012
12. Oyserman, *Not Just Any Path: Implications of Identity-Based Motivation for School Outcome Disparities*, 2012
13. Elliott, *At-Risk Children's college aspirations and expectations: The potential role of children's savings accounts*, 2008
14. Elliott et al., *Young children's perceptions of college and saving: Potential role of Child Development Accounts*, 2009
15. Kim et al., *Parental educational expectations by race and Hispanic origin: Evidence from the SEED OK experiment*, 2012

CSAs and Academic Success

16. Elliott et al., *Taking Stock of Ten Years of Research on the Relationship between Assets and Children's Educational Outcomes*, 2011
17. Elliott et al., *Raising math scores among children in low-wealth households: Potential Benefit of Children's School Savings*, 2011
18. Elliott et al., *Math Achievement and Children's Savings: Implications for Child Development Accounts*, 2010
19. Goldrick-Rab et al., *Why Financial Aid Matters (or Does Not) for College Success: Toward a New Interdisciplinary Perspective*, 2009
20. Heller, *Early Commitment of Financial Aid Eligibility*, 2006
21. Elliott, *Small-Dollar Children's Savings Accounts and College Outcomes*, 2013
22. Assets and Education Initiative, *Building Expectations, Delivering Results: Asset-Based Financial Aid and the Future of Higher Education*, 2013
23. Elliott & Beverly, *Staying on Course: The Effects of Savings and Assets on the College Progress of Young Adults*, 2010
24. Elliott et al., *Improving College Progress among Low- to Moderate-Income (LMI) Young Adults: The Role of Assets*, 2013
25. Elliott & Beverly, *The Role of Savings and Wealth in Reducing Wilt between Expectations and College Attendance*, 2010
26. Elliott & Nam, *Reducing student loan debt through parents' college savings*, 2013
27. Elliott et al., *Protecting Students from Student Loan Debt: Can Parent's College Savings Help (forthcoming)*, 2014

Questions or Comments? Contact CFED:

Jeremie Greer, Director of Government Affairs
Email: jgreer@cfed.org Phone: 202.207.0125

Ezra Levin, Federal Affairs Manager
Email: elevin@cfed.org Phone: 202.466.5925

WPS Testing Calendar

District Testing:

Grade(s)	Test	Approximate Testing Time*	Allowable Administration Dates
K	Early Screening Inventory- Kindergarten (ESI)	15-20 minutes per student	8/29-8/31
K-1 (optional)	Dynamic Indicators of Basic Early Literacy Skills - NEXT (DIBELS NEXT)	1-4 minutes per student	8/29-9/23 11/28-12/23 5/1-5/19
K-8 (Grades K and 3-8 optional)	Fountas and Pinnell Benchmark Assessment System (BAS)	45 minutes per student	8/29-9/30 1/30-3/3 5/1-6/2
2-10 (Grades 2 and 10 optional)	Measures of Academic Progress (MAP)	45 minutes per session (Math and Reading)	9/12-10/6 1/3-2/17 (math optional) 5/8-6/2 (optional)

Notes:

- To ensure score comparability amongst students in your school, all testing should be completed within as short of a time period as possible. This ensures that all tested students were exposed to roughly the same amount of instruction and that scores represent the same point in learning for all students. Acknowledging the realities of competing interests and schedules in schools, as an alternative it is recommended that schools strive to have all students *within a grade* tested within as short of a time period as possible for each test.
- Students newly enrolled after the start of the school year should be tested using DIBELS and MAP (where applicable, based on grade level and school usage) regardless of the testing calendar.

State Testing:

Grade(s)	Test	Approximate Testing Time*	Allowable Administration Dates
K-12	ACCESS for ELLs	varies by grade and ELL proficiency (4 sections)	1/5-2/8
11-12	MCAS Mathematics Retests	60 minutes per session (2 sessions)	11/9-11/10; Make-up 11/14 3/6-3/7; Make-up 3/8
11-12	MCAS ELA Retest	45 minutes per session (5 sessions)	11/2-11/4; Make-up 11/14 3/1-3/3; Make-up 3/8
10	MCAS ELA Composition	45 minutes per session (2 sessions)	3/21 Make-up 3/30
3-8	MCAS ELA, Mathematics & STE	TBD	4/3-5/26
10	MCAS ELA Reading Comprehension	45 minutes per session (3 sessions)	3/22-3/23; 3/24 Make-up 4/3
10	MCAS Mathematics	60 minutes per session (2 sessions)	5/16-5/17 Make-up 5/23
9-12	MCAS HS Science and Technology/Engineering (STE)	60 minutes per session (2 sessions)	2/6-2/7; Make-up 2/9 (Biology) 6/5-6/6 (Biology, Chemistry, Intro. Physics, Tech/Engineer); Make-up 6/8
11-12	MCAS ELA Retest	45 minutes per session (5 sessions)	11/4-11/6; Make-up 11/13 2/29-3/2; Make-up 3/7
11-12	EPP: Mathematics	60 minutes per session (2 sessions)	TBD
3-12	MCAS Alternative Assessment	N/A	TBD; UPS pickup by 3/31

Notes:

- Direct link to statewide testing schedule: <http://www.doe.mass.edu/mcas/cal.html>
- Refer to the appropriate *Principal's Administration Manual (PAM)* for more information, including participation guidelines, the prescribed order for administering each grade's tests, the policy for make-up testing, and deadlines for materials pickup.

Additional Assessments:

Grade(s)	Test	Approximate Testing Time*	Allowable Administration Dates	
9-12	Advanced Placement (AP) Exams	Varies by subject	5/1-5/12	
10-11*	Preliminary SAT (PSAT)	Two 25-minute critical reading sections Two 25-minute math sections One 30-minute writing skills section	10/19	
11-12**	SAT	225 minutes (10 separately timed sections)	10/1 11/5 12/3 1/21	3/11 5/6 6/3
11-12	SAT Subject Tests	60 minutes	10/1 11/5 12/3 1/21	5/6 6/3
11-12	ACT	No writing (4 sections) – 175 minutes With writing (5 sections) – 205 minutes	9/10 10/22 12/10	2/11 4/8 6/10

*Grade level subject to change.

**Administration details subject to change.

Notes:

- Direct link to AP testing schedule: <http://professionals.collegeboard.com/testing/ap/about/dates/next-year>
- Direct link to PSAT testing schedule: <https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/taking-the-tests>
- Direct link to SAT and SAT subject tests schedule: <http://professionals.collegeboard.com/testing/sat-reasoning/register/test-dates>
- Direct link to ACT testing schedule: <http://www.actstudent.org/regist/dates.html>

**GRANTS REPORT
2016-2017**

Fund	Grant	Purpose/Priorities	Amount
647-B1	21 st Century Burncoat Middle School	<p>Programming will be provided through the following measures including academic and social-emotional components:</p> <ul style="list-style-type: none"> • Academic Success- students will be engaged in interactive projects that will build upon the school's focus through providing students with the skills necessary to effectively read, write and present. • Literacy Component-students will develop reading and writing comprehension skills through the book and creative writing club. Students will be provided with a book through grant funds in order to expand their skills and engage in hands-on inquiry. • Art Enrichment- students will be provided ample arts activities including theater, art, music, and media arts. This will allow time for student growth and exploration in the arts amplifying motivational, behavioral and social-emotional skills. • Service Learning-students will develop 21st Century skills through projects that incorporate academic integrity, student ownership and apprentice citizenship. Students will develop the knowledge, attitudes and behaviors needed to be a responsible and effective citizen in their school and home environment. • Family Engagement-families will be provided opportunities to be submerged in their students learning and progress through family engagement nights. 	\$90,000.00

Use of Funds

Funds may be used to support salaries, stipends, contracts, instructional materials, and other expenses associated with implementing additional time.

These funds have been awarded to Burncoat Middle School.

**Massachusetts Department of Elementary and Secondary Education
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS**



PART I - GENERAL

A. APPLICANT	District/Lead Applicant:	Worcester Public Schools	District Code: <small>(if known)</small>	0348
	Contact Name:	Gregory Bares		
	Contact Email:	BaresG@worc.k12.ma.us		
	Address:	20 Irving Street, Worcester MA	Zip Code:	01609
	Contact Telephone:	508-799-3108		

B. APPLICATION FOR PROGRAM FUNDING				
Fund Code	Program Name	PROJECT DURATION		TOTAL AMOUNT REQUESTED:
		FROM	TO	
647-B1	Massachusetts 21st Century Community Learning Centers – Supporting Additional Learning Time (for new ELT and OST sites)	9/1/2016	6/30/2017	\$90,000

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 APPLICATION STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS

AUTHORIZED SIGNATORY:		TITLE:	Superintendent
TYPED NAME:	Maureen F. Binienda	DATE:	August 9, 2016

DUE DATE: Tuesday, April 5, 2016
Email the following to cclc@doe.mass.edu:
 1.) All required documents, in their original Word or Excel formats (please do not convert these into PDF), and
 2.) A scanned PDF version of each document requiring signatures (with original signatures).
Documents must be received by the Department no later than 5:00 p.m. on Tuesday, April 5, 2016.
 Email: cclc@doe.mass.edu

DO NOT WRITE BELOW THIS LINE

Massachusetts Department of Elementary and Secondary Education ONLY	
GRANTS MANAGEMENT	
For the Department Authorized Signatory: _____	Date: _____

ORIGINAL

FY17 - PART II WORKBOOK						
PART II-A- PROJECT EXPENDITURES - DETAIL INFORMATION				A. GRANT 3-DIGIT FUND CODE	647-B1 (school yr)	
B. APPLICANT AGENCY CONTACT INFORMATION:				Applicant/District 4-digit code (if known): 0348		
Applicant Agency:	Worcester Public Schools	Address:	20 Irving Street, Worcester MA			
Contact Person:	Gregory Bares	Zip Code:	01609			
Telephone:	508-799-3108	E-mail address:	BaresG@worc.k12.ma.us			
Budget/Budget Narrative Instructions: Budget request - Lines 1-10 (starting in cell A14). For each line item in which grant funds are requested, provide the requested budget detail (cost/unit breakdown, etc.). Please input information ONLY into cells highlighted in yellow. Budget Narrative/Justification - J1-J10 (starting in cell H14). For each line item in which grant funds are requested, provide a brief budget narrative that describes the purpose of/justification for each grant expenditure. Printing Instructions: This document should print out in 4 pages in Portrait orientation. In Page Set Up - 2 pages wide by 2 pages tall. Two pages will be the Budget (II-A) and two pages will be the Budget Narrative (II-B).						
For details regarding specific budget requirements related to this grant, see the grant's Funding Opportunity documents.			For a description of what should be included in each line item, see Grants for Students, Getting Them and Using Them: A Procedural Manual. http://www.doe.mass.edu/grants/procedure/manual.html			
C. ASSIGNMENT THROUGH SCHEDULE A <input type="checkbox"/> Check this box ONLY if this project will be using funds assigned by more than one agency. A completed Schedule A, with signatures and the amount of funds assigned by each participating agency, must also be submitted.						
D. STAFFING CATEGORIES						
		E. # of Staff	F. FTE	G. MTRS	H. AMOUNT	I. LINE ITEM SUB-TOTAL
1. ADMINISTRATORS:						
Supervisor/Director						
Project Coordinator						
Stipends						
Note hourly rate or write "flat rate:"						
SUB-TOTAL		0.00	0.00			\$0
2. INSTRUCTIONAL/PROFESSIONAL STAFF:						
Stipends					\$11,880	
Rate @ \$40 per hour						
Note hourly rate or write "flat rate:"					\$48,623	
Rate @ \$35 per hour						
SUB-TOTAL		0.00	0.00			\$60,503
3. SUPPORT STAFF						
If Stipends:						
Note hourly rate or write "flat rate:"						
Aides/Paraprofessionals						
Secretary/Bookkeeper		1	0.1		\$5,929	
Other						
SUB-TOTAL		1.00	0.10			\$5,929
* Check the MTRS box if the identified employee(s) is/are a member of the MA Teachers' Retirement System. This requirement only applies to federally funded grant programs						
4. FRINGE BENEFITS:						
4-a MA TEACHERS' RETIREMENT SYSTEM (Federally funded grants only)					H. AMOUNT	I. LINE ITEM SUB-TOTAL
4-b OTHER FRINGE BENEFITS (Other retirement systems, health insurance, FICA)						
SUB-TOTAL						\$0

Applicant Agency: Worcester Public Schools			Fund Code: 647-B1 (school yr)
5. CONTRACTUAL SERVICES: Indicate the services to be provided and the rate to be paid per hour or per day, whichever is applicable.			H. AMOUNT
	Rate(\$)	Hour/Day	I. LINE ITEM SUB-TOTAL
Consultants			
Specialists			
To provide activities to the students	\$30	hour	\$3,450
Instructors			
Speakers			
Substitutes			
To cover for teacher attending professional development	\$70	day	\$1,120
Other			
SUB-TOTAL			\$4,570
6. SUPPLIES AND MATERIALS: Items costing less than \$5,000 per unit or having a useful life of less than one year.			H. AMOUNT
Textbooks and Instructional Materials			I. LINE ITEM SUB-TOTAL
Instructional Technology including Software			
Non-Instructional Supplies			\$1,700
SUB-TOTAL			\$1,700
7. TRAVEL: Mileage, conference registration, hotel, and meals			H. AMOUNT
Supervisory Staff			I. LINE ITEM SUB-TOTAL
Travel to national meeting			\$900
Instructional Staff			\$210
Mileage to and from required meetings			
Other			
SUB-TOTAL			\$1,110
8. OTHER COSTS: Please indicate the amount requested in each category			H. AMOUNT
Transportation of Students Safe transportation of students			I. LINE ITEM SUB-TOTAL
Memberships/Subscriptions/ Computer Licenses			\$14,388
Advertising			
Printing/Reproduction			
Maintenance/Repairs			
Rental of Space			
Rental of Equipment Musical instruments			
Telephone/Utilities			
SUB-TOTAL			\$14,388
9. INDIRECT COSTS			
Use this link to access the indirect cost calculation worksheet: http://www.doe.mass.edu/grants/procedure/forms/ie.xls		Approved Rate:	2.00%
			\$1,800
10. EQUIPMENT: Attach a list with a statement of need and cost of each item.			H. AMOUNT
Instructional Equipment			I. LINE ITEM SUB-TOTAL
Non-Instructional Equipment			\$0
SUB-TOTAL			\$0
TOTAL FUNDS REQUESTED			\$90,000

FY17 - PART II WORKBOOK		
PART II-B- BUDGET NARRATIVE PAGES		FUND CODE 647-B1 (school yr)
APPLICANT AGENCY:	Worcester Public Schools	Applicant/District four-digit code: 0348
<p>All cells highlighted in yellow are UNLOCKED to accept typed responses.</p> <p>All other cells are LOCKED and cannot be typed in.</p> <p>Where applicable, text typed in Part I - School Year will pre-populate in all other places where that information is requested.</p> <p>Please contact kmckinnon@doe.mass.edu or call 781-338-3010 with any questions or problems with this form.</p>		
J1. BUDGET NARRATIVE--ADMINISTRATORS		
To add narrative, click on the cell below (the "Enter" key works only when "Alt" + "Enter" are pressed together):		
J2. BUDGET NARRATIVE--INSTRUCTIONAL STAFF		
To add narrative, click on the cell below (the "Enter" key works only when "Alt" + "Enter" are pressed together):		
Stipends for staff for program		
Site Administration = \$11,880		
Burncoat Middle: 1 staff x \$40 per hour x 2.25 hours per day x 132 days = \$11,880		
Program site coordination = \$5,775		
Burncoat Middle: 1 staff x \$35 per hour x 1.25 hours per day x 132 days = \$5,775		
J3. BUDGET NARRATIVE--SUPPORT STAFF		
To add narrative, click on the cell below (the "Enter" key works only when "Alt" + "Enter" are pressed together):		
Secretary bookkeeper = \$5,929		
Grant Support at 0.1 FTE to assist with project implementation, payroll, data processing, supply and vendor purchasing and other program support as needed = \$5,929		
J4. BUDGET NARRATIVE--FRINGE BENEFITS		
To add narrative, click on the cell below (the "Enter" key works only when "Alt" + "Enter" are pressed together):		

APPLICANT AGENCY: Worcester Public Schools

FUND CODE: 647-B1 (school yr)

J5. BUDGET NARRATIVE--CONTRACTUAL SERVICES

To add narrative, click on the cell below (the "Enter" key works only when "Alt" + "Enter" are pressed together):

NOTE: Funded applicants requesting to subcontract funds through Line 5, Contractual Services will be required to submit a detailed budget for each vendor that will receive \$5,000 or more. Vendors must follow the fund use requirements described in the FO-RFP. For the purposes of the narrative below, please provide a brief description of the anticipated services and rates.

Specialists:

At Burncoat Middle: Specialists to provide enrichment services to the students: \$30 per hour x 115 hours = \$3,450.

Substitutes:

To provide coverage for teachers who may need to attend service learning training: 8 substitutes x \$70 per day x 2 days = \$1,120.

J6. BUDGET NARRATIVE--SUPPLIES AND MATERIALS

To add narrative, click on the cell below (the "Enter" key works only when "Alt" + "Enter" are pressed together):

Non-Instructional Supplies:

Materials to be used at the Burncoat Middle School program: \$17 per student x 100 students = \$1,700

J7. BUDGET NARRATIVE--TRAVEL

To add narrative, click on the cell below (the "Enter" key works only when "Alt" + "Enter" are pressed together):

Supervisory Staff: \$900

To pay for national meeting.

Instructional Staff: \$210

In-state travel to/from required meetings and professional development @ 0.54 per mile.

J8. BUDGET NARRATIVE--OTHER COSTS

To add narrative, click on the cell below (the "Enter" key works only when "Alt" + "Enter" are pressed together):

Transportation of students:

Safe transportation of students to/from program site: 1 bus each at x \$109 per bus x 132 days = 14,388

J9. BUDGET NARRATIVE - INDIRECT COSTS

J10. BUDGET NARRATIVE--EQUIPMENT

EQUIPMENT: Please attach a list with a statement of need and cost for each item.



--Select Program Area--



- Home
- School/District Profiles
- School/District Administration
- Education Services
- Assessment/Accountability
- Family & Community
- Administrative Support
- Finance/Grants
- PE-16 Program Support
- Information Services

- > Finance Home | News
- > ARRA
- > Accounting & Auditing
- > Chapter 70 Program
- > Charter Schools
- > Circuit Breaker
- > Educational Collaboratives
- > ESE Budget
- > Grants/Funding Opportunities
 - Current Grants
 - Previous Grants
 - Allocations & Awards
- > Nutrition Programs
- > Regional Districts
- > School Building Issues
- > School Choice
- > School Finance Regulations
- > Statistical Comparisons
- > Transportation
- > Chapter 74 Nonresident Tuition
- > School Finance Contacts
- > Links

Grants and Other Financial Assistance Programs: FY2017

Massachusetts 21st Century Community Learning Centers - Supporting Additional Learning Time (for new ELT and OST sites) Fund Code: 647-B1

Purpose: The purpose of this competitive grant program is to support the implementation of a longer school day/year (referred to as Expanded Learning Time or ELT) and/or out-of-school time (OST) programming. Supported with federal funds, these opportunities will help to close proficiency gaps, increase student engagement, support social and emotional learning, and promote college and career readiness and success.

Priorities: The main priority of this grant is to support schools/districts/communities in thoughtful implementation of engaging approaches to learning during ELT and/or OST that meet the specific academic, social and emotional, and developmental needs of students, and is aligned to the Department of Elementary and Secondary Education's (Department) **Conditions for School Effectiveness** .

The Department's overarching priorities for additional time through this grant, include:

- Using more time to implement teaching and learning strategies that are multi-disciplinary and support core subject areas, including service-learning and project-based learning.
- Using more time to provide creative and innovative enrichment programming that supports students in all developmental areas (academic, social/emotional, civic engagement, wellness, etc.).
- Using more time to provide additional opportunities for adults (including school staff, program providers and partners) to participate in collaborative planning and professional development that supports desired student outcomes.
- Building strong school-community partnerships and engaging families to support student outcomes in all developmental areas as described above.
- Developing sustainable models for providing additional quality learning time.

The following are not required, however, applicants meeting these criteria will be given competitive priority:

- Proposing to serve youth in schools/communities with higher percentages of students who are economically disadvantaged, as indicated at the [Department's School and District profiles page for 2015-2016](#).
- Proposing to implement more time in a school or in partnership with a school designated as Level 3, 4, or 5 in 2015 under Massachusetts' [District and School Accountability and Assistance System](#).
- Submitting this application in full partnership that includes a school district, and a community-based organization(s) or other public or private organization. (See Addendum F in the Additional Information section below for details related to this priority.)

The Department reserves the right to consider additional factors such as geographic distribution and diversity of applicant type in making final award decisions.

Implementation Models: Applicants must implement the above priorities using one of the following two models for ELT or OST:

- 1. Model 1 – Expanded Learning Time (ELT):**
Applicants choosing this option must offer a minimum of 300 expanded learning program hours before, during, and/or after the traditional school day.

The expanded learning programming must include at least 180 hours of ELT*, and the combined ELT and OST** programming must be at least 300 hours.

***ELT:**

- A longer school day/year, **required for all students**, above what was offered this year or last year; **and**
- An annual school schedule that offers at least 1,245 for elementary schools and 1,305 for secondary schools.

****OST (for Model 1):** Summer and/or school vacation programming for a selected population of students.

The following are not required, however, applicants under **Model 1 (ELT) only** proposing or meeting any of the following criteria will be given competitive priority. See *Addendum F* in the [Additional Information](#) section below for more details about several of these priorities.

- To add time at a middle school.

8/25/2016 FY2017 Fund Code 647-B1: Massachusetts 21st Century Community Learning Centers - Supporting Additional Learning Time (for new ELT and OST sites)

- To implement an expanded school calendar.
- To implement a blended learning educational model.
- To implement a teacher career ladder model.
- To implement service-learning and/or project-based learning during core academic time.
- A creative schedule that includes opportunities for enrichment that are not just at the end of the school day.

Moreover, for applicants under Model 1 (ELT) that are receiving or applying for School Redesign Grants, the Department may consider the status of both applications in making funding decisions.

Please note: The Model 1 (ELT) hours requirement is based on the Every Student Succeeds Act (ESSA), which is the newly reauthorized Elementary and Secondary Education Act (ESEA) that funds 21st CCLC programming. ESSA allows states to use 21st CCLC funds to: "support those enrichment and engaging academic activities...that...are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day."

2. Model 2 - Out-of-School Time (OST):

Applicants choosing this option will offer at least a total of 400 hours of comprehensive OST programming at a school/site during the school year **and** summer **for a selected population of students**.

Note: Enrolled students are not expected to attend all 400 hours, however it is required that students will attend the OST school year programming an average of a minimum of 80–100 hours per school year. Drop-in programs are not allowed.

Additional Note: For applications under **Model 2 (OST) only**, competitive priority will also be given to applicants (or communities) that have not received 21st CCLC funding within at least the past three years of fiscal years (FY)14–FY16.

Eligibility:

Applications may be submitted by school districts, cities and towns, community-based organizations (CBOs), other public or private entities, or a consortium of two (2) or more of such agencies, organizations, or entities. **Eligible applicants must meet at least one (1) of the following criteria:**

- A. Primarily serve students in schools designated as Title I School-Wide programs; and/or
- B. Primarily serve students in schools with 15% or more students who are economically disadvantaged, as indicated at the Department's School and District profiles page for 2015-2016 or through another documented source.

Please see Addendum F in the Additional Information section below for additional eligibility criteria.

Key Grant Requirements:

Throughout the duration of the grant, recipients are required to:

- Offer an ELT and/or OST schedule that meets the minimum number of required hours based on the chosen model. See the Priorities section above for details.
- Have or commit to having an advisory community council/group that, as one of its functions, advises the grant-funded program(s). It is encouraged that this group consider/coordinate the full-scope of opportunities for additional learning time (including ELT and/or OST) in the community in order to maximize resources and avoid duplication of effort. Membership of the council/group must be representative of the school district boundaries, community, and populations to be served.
- Designate a part- or full-time coordinator whose primary role is to oversee administration and implementation of this grant.
- Attend required training on and implement Department-designated program evaluation tools.
- Attend required training on and implement a minimum of one service-learning project and/or project-based learning project each year.
- Implement activities that support one or both of the following. Applicants are encouraged to set aside up to 5% of the total budget to support these activities:
 - Family Involvement: This may include a part-time Family Engagement/Outreach Liaison if one does not currently exist; and/or
 - Social and Emotional Learning: This may include contracting with partners to provide social work or mental health services, etc.
- Submit required reporting (including student data and narrative).

See Addendum A – Grant Assurances in the Required Forms section below for additional grant requirements.

Applicants that are not cities, towns or public school districts, see Addendum B – Documentation of Organizational Capacity in the Required Forms section below for additional grant requirements.

Funding:

A total of approximately \$2,500,000 is projected to be available. The final total amount available is subject to budget appropriation.

- Applicants **may not** request funding for the **same school/site** under both Model 1 (ELT) and Model 2 (OST).

	Model 1 (ELT)	Model 2 (OST)
Maximum number of new school(s)/site(s)* for which an applicant may apply:	No maximum	Districts/communities with: ≥35% of students who are ED: <i>Two schools/sites</i> <i>(Using 2015-2016 ED information of the district which the majority of students to be served attend found on the Department's School and District profiles page.)</i>
		All other districts/communities: <i>One school/site</i>
*All schools/sites must meet the criteria outlined in the <u>Eligibility</u> section above.		

An applicant may apply for:

- **Model 1 (ELT):** For each proposed school, up to \$500 per pupil, based on the current (2015-2016) enrollment at the proposed school(s), plus up to an additional \$25,000 to support summer (and school vacation weeks, if applicable) programming. **The grant request should support the enhancement or addition of engaging academic enrichment and/or intervention.** The applicant must demonstrate a plan to support other anticipated costs associated with implementing a longer school day that will not be covered using grant funds. These costs can be covered using a variety of sources including, but not limited to: Title I, local funds, existing state or federal grants, etc.
- **Model 2 (OST):**
 - Up to \$175,000 for one school/site
 - Up to \$250,000 for two schools/sites

Per federal requirements, the minimum grant award amount is \$50,000.

The requested amount should be appropriate and reasonable for the size and scope of the proposed activities.

Fund Use:

Funds may be used to support salaries, stipends, contracts, instructional materials, and other expenses associated with implementing additional time.

These funds **may not be used to supplant** existing, currently funded costs, which would otherwise be funded (in the absence of these grant funds) from other sources (e.g., current salary levels, current transportation costs, instructional materials already being used during the school day, etc.).

Applicants must use the funds from this grant to support enhanced or new services for students.

Model 1 (ELT) applicants must identify specific enrichment and/or blended learning components of the proposed longer day, aligned to the Elements of Content-Rich 21st CCLC Programming, which will be supported through this grant.

It is expected that applicants are developing plans to ensure that the activities and initiatives that are supported through these funds will be sustained beyond the grant period.

Applicants are encouraged to set aside funds to send a representative to the two-day 21st CCLC Summer Institute typically held in July (2017), sponsored by the U.S. Department of Education. Conference participants are responsible for airfare, hotel and other travel-related expenses (which may be covered through the aforementioned grant-budgeted funds).

No more than 5% may be used for indirect costs (line 9 on the budget).

Note: Any entity that wishes to include indirect costs in the budget request must have a current approved rate from the Department or a current Federal rate. Applicants that do not have either of the above may apply to the Department for an approved rate. This rate is only for grants issued by the Department and is not to be considered as an overall indirect cost rate to be used with any other funding sources. To access a list of approved rates or an application, go to Grants page.

Project Duration:

Upon approval (no earlier than 09/01/2016) – 08/31/2017

Pending budget appropriation, continuation of funding will be available for a total grant period of three (3) years (FY17-FY19).

Continued funding in years two (FY18) and three (FY19) will be contingent upon implementation of grant-required activities and demonstrating the following:

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- the ability to use data to inform and support continuous improvement;
- maintenance of grant-funded program attendance levels (for OST and summer programming);
- evidence that the grantee is working toward sustaining programming beyond the grant period; and
- annual submission of mid-year and end-of-year report/reapplication.

Program Unit: Office of Learning Supports and Early Learning

Contact: Karyl Resnick kresnick@doe.mass.edu
Kristen McKinnon kmckinnon@doe.mass.edu

Phone Number: 781-338-3010

Required Prior to Grant Submission: The following activities must be completed prior to grant submission.

1. **Department Notification of Intent to Apply** – due Friday, March 18, 2016

Applicants must submit to the Department an Intent to Apply.

The following information is requested:

- Applicant
- School(s)/Site(s) to be included in the proposal
- Proposed model for adding time at each included school/site

Submission of the Intent to Apply does not obligate the applicant to submit a proposal.

2. **Community Notification of Intent to Apply**

Please see *Addendum D – Documentation of Community Notification* in the Required Forms section below.

3. **Consultation with Non-Public Schools**


Please see *Addendum C – Documentation of Consultation Regarding Non-Public School Participation* in the Required Forms section below for more information.

Date Due: (Reminder: Department Notification of Intent to Apply due: **Friday, March 18, 2016**)


Full Proposals Due: **Tuesday, April 5, 2016**


See the Submission Instructions section below for additional details.

Required Forms:


 **Part I / Part II – General Program Unit Signature Page (Standard Contract Form and Application for Program Grants) / Budget Workbook**


Note: Applicants must submit a signature page and budget/budget narrative for school year (upon approval – 6/30/2017) and summer (7/1/2017 – 8/31/2017) activities/expenditures, worksheets for each can be found in the Part I / Part II Excel workbook.


 **Part III-A – Required Program Information – District** (Submit one per lead applicant; a portion of this document must also be submitted online – please see Submission Instructions below.)


 **Part III-B – Required Program Information – School/Site** (Submit one per proposed school/site; a portion of this document must also be submitted online – please see Submission Instructions below.)

 **Addendum A – Grant Assurances**


 **Addendum B – Documentation of Organizational Capacity** (For lead applicants that are not a public school district only)

 **Addendum C – Documentation of Consultation with Non-Public Schools**

 **Addendum D – Documentation of Community Notification**

 **Addendum E – SAYO Outcomes Selection and APT Information**

Additional Information:

- **Questions and Information Sessions/Webinars:** Due to the competitive nature of this grant program, all questions about the Funding Opportunity documents and process will be addressed during Grant Information Sessions and Webinars. Questions may be emailed in advance of these sessions to cclc@doe.mass.edu (with the subject: FC647-B1 Question) or asked during the session(s). Register for these sessions with dates and times.
-  **Addendum F – Additional Information:** This addendum contains information about the following:
 - Additional Eligibility Criteria
 - Competitive Priority - Full Partnership
 - Model 1 (ELT) Competitive Priorities - Additional Descriptions/Resources
 - Planning Resources
 - Guidance for Completing Budget Request

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- Grant Award Notification

Submission Instructions: **Department Intent to Apply — Due March 18, 2016** — submit an intent to apply following the instructions provided above in the [Required Prior to Grant Submission](#) section.

Full Proposals — Due April 5, 2016:

1. E-mail the following to cclc@doe.mass.edu:
 - all required documents, in their original Word or Excel formats (Please do not convert into PDF.); **and**
 - a scanned version of each document requiring signatures (with original signatures)

And

2. Submit the requested information from Part III-A and Part III-B using this link:
<http://www.surveygizmo.com/s3/2491770/FY17-Fund-Code-647-B1-21st-CCLC-Grant-General-Information>

Both of the above must be received by the Department no later than 5:00 p.m. on Tuesday, April 5, 2016.

Last Updated: February 24, 2016

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