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

AGENDA #31

The School Committee will hold a virtual and/or in person meeting:

on: Thursday, December 15, 2022
at: 5:00 p.m. Executive Session
6:00 p.m. Regular Session
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

A. General Business Items taken in Executive Session

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

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

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – NAGE R1-16 Cafeteria Workers.

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

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

B. Call to Order

C. Pledge of Allegiance/National Anthem

D. Roll Call

E. Consent Agenda

- i. Approval of Minutes
- ii. Approval of Donations
- iii. Notification of Personnel Records
- iv. Initial filing of individual recognitions
- v. Notices of interest to the district or to the public

F. Items for Reconsideration

G. Held Items

H. Recognition

To host the Massachusetts Association of School Committees for their awarding of the 2022 Thomas P. "Tip" O'Neill, Jr. Award to former Worcester School Committee member Senator Harriette L. Chandler.

I. Public Comment

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

J. Public Petition**K. Report of the Superintendent**

FROM HERE, ANYWHERE...TOGETHER:
CRAFTING THE NEXT CHAPTER WPS- Initial Themes

Recommendation of Administration

Accept and file.

L. Reports of the Standing Committees

The Standing Committee on School and Student Performance met on Monday, November 7, 2022 at 5:00 p.m. in Room 410 at the Durkin Administration Building.

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

The Joint Meeting of Finances and Operations and City Council's Education Committee met on Monday, November 21, 2022 at 5:00 p.m. in Room 410 at the Durkin Administration Building.

The Standing Committee on Governance and Employee Issues met on Monday, December 5, 2022 at 5:00 p.m. in Room 410 at the Durkin Administration Building.

The Standing Committee on Finance and Operations met on Thursday, December 8, 2022 at 5:45 p.m. in Room 410 at the Durkin Administration Building.

M. Student Advisory Committee Items

To consider topics for the bi-monthly meeting of the Student Advisory Committee:

- Support of Affinity Groups
- Implementation of Driver's Education
- Humanitarian System

N. Approval of Grants and other Finance Items

gb-2-308 - Administration
(November 21, 2022)

To consider approval of a donation of \$2500 from the vendor Helen of Troy to Worcester Technical High School.

Recommendation of Administration

Approve on a Roll Call.

gb-2-309 - Administration
(December 2, 2022)

To consider approval of a prior fiscal year payment in the amount of \$5,182.35 to Valley Collaborative.

Recommendation of Administration

Approve on a Roll Call.

gb 2-310 - Administration
(December 2, 2022)

To consider approval of a prior fiscal year payment in the amount of \$41,352.91 to Devereux Advanced Behavioral Health.

Recommendation of Administration

Approve on a Roll Call.

gb-2-315- Administration (November 9, 2022)

To consider approval of a grant of \$3000 for FY22 Whole Foods Kids Foundation Garden Program.

Recommendation of Administration

Approve on a Roll Call.

O. General Business

gb 2-18.18 – Administration/Novick/Clancey/Johnson/Kamara/Mailman
(October 24, 2022)

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

gb 2-203.3 - Johnson
(July 13, 2022)

Response of the Administration to the request that the Superintendent update the School Committee on the Memorandum of Understanding between the Worcester Police Department for School Liaison Officers and provide updates at subsequent School Committee meetings to include plans for a working MOU.

Recommendation of Administration

Approve on a Roll Call.

gb 2-311 - Administration
(2022)

To consider approval of a prior fiscal year payment for 2 staff members for mentoring in the amount of \$416 for each employee.

Recommendation of Administration

Approve on a Roll Call.

gb 2-312 - Administration
(December 5, 2022)

To consider approval of a donation of a Water Bottle Rocket Launcher- value \$300 to use for STEM week events and beyond.

Recommendation of Administration

Approve on a Roll Call.

gb 2-313 - Administration
(November 23, 2022)

To consider approval of a donation of Engineering is Elementary (value \$7500) to use to restock items for current kits in place in our curriculum.

Recommendation of Administration

Approve on a Roll Call.

gb 2-314 – Administration
(December 2, 2022)

Pursuant to G.L. c. 71 §§ 37E and 37F and the recommendation of the Superintendent, the School Committee hereby authorizes employment of Attorney Frederick L. Sullivan of the Springfield, Massachusetts law firm Sullivan, Hayes & Quinn LLC, as legal counsel for the City of Worcester, Worcester Public Schools for the sole purpose of conducting independent Human Resources investigations into certain employee workplace complaints. The employment of Attorney Sullivan shall include Attorney Meghan B. Sullivan and Attorney Gordon D. Quinn, and such other members and employees of the firm of Sullivan, Hayes & Quinn as may be designated by Attorney Frederick Sullivan.

Recommendation of Administration

Approve on a Roll Call.

gb 2-316 – Administration
(December 8, 2022)

To consider approval of the Job Description of the Assistant Environmental Health and Safety Coordinator.

Recommendation of Administration

Approve on a Roll Call.

gb 2-317 – Administration
(December 8, 2022)

To consider approval of the Job Description of the Assistant Director of Intramural and Interscholastic Athletics.

Recommendation of Administration

Approve on a Roll Call.

gb 2-318 – Administration
(December 8, 2022)

To consider approval of a request to donate sick days for an ESP/paraprofessional at Chandler Magnet.

Recommendation of Administration

Approve on a Roll Call.

gb 2-319 – Novick
(December 8, 2022)

To consider the Budget Calendar.

Recommendation of Administration

Refer to Finance and Operations.

P. ANNOUNCEMENTS

Q. ADJOURNMENT

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

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

K. REPORT OF THE SUPERINTENDENT

Administration
(November 23, 2022)

ITEM – ROS 2-16
S.C. MEETING 12-15-22

ITEM:

FROM HERE, ANYWHERE...TOGETHER:
CRAFTING THE NEXT CHAPTER WPS- Initial Themes

PRIOR ACTION:**BACKUP:**

Annex A (13 pages) contains a copy of the Report of the Superintendent.

RECOMMENDATION OF MAKER:**RECOMMENDATION OF THE ADMINISTRATION:**

Accept and file.

From Here, Anywhere...Together:
Crafting the Next Chapter WPS–Initial Themes
December 15, 2022

From Here, Anywhere....

Together



WORCESTER
PUBLIC SCHOOLS

Outcomes

1. Share initial themes collected from the Entry Plan
2. Gather feedback on the initial themes from School Committee members
3. Share next steps



Equitable Access

LISTENING & LEARNING FORUMS

1

Parent Forum

- October 19th
- Worcester Public Library

2

Educator Forum

- November 1st
- North High

3

Parent Form

- November 14th
- Forest Grove

4

Educator Forum

- November 16th
- Doherty High

5

Educator Forum

- November 30th
- South High

LISTENING & LEARNING FORUMS

6

Parent Forum in Spanish

- December 1st
- Centro

7

Parent Forum

- December 3rd
- Claremont/ACE

8

Educator Form

- December 5th
- Burncoat Middle

9

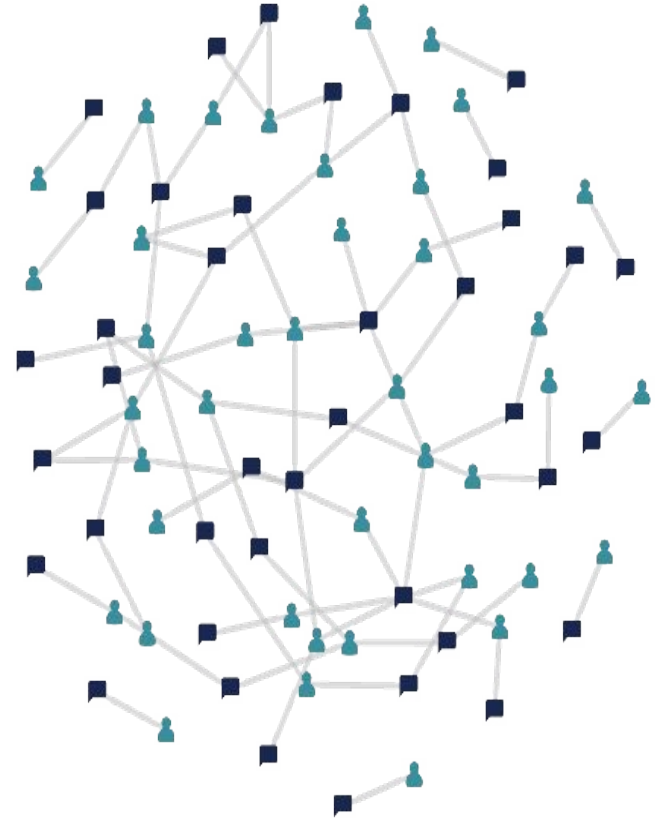
Virtual Form

- December 6th

10

Educator Forum

- December 14th
- Transportation Dept.



What questions were asked?

1. What are the strengths, glows, of Worcester Public Schools?
2. What are opportunities for improvement, grows, of Worcester Public Schools?
3. What would you do if you were the Superintendent?

Thought Exchange

229 Participants 376 Thoughts 3916 Ratings 10 Ratio 4:00 + - ▶



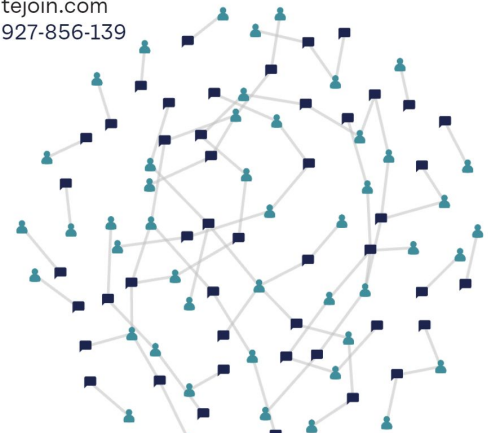
tejoin.com

927-856-139

What are the strengths of the Worcester Public Schools?

tejoin.com 927-856-139

229 Participants 376 Thoughts 3916 Ratings 10 Ratio 4:00 + - ▶



The diversity of the Worcester community!!
We are different families and that helps us all learn different ways of thinking and get to know the culture of families.
4.4 ★★★★★☆ (12 👤)
translated by Google ↗

Our kids and families- our teachers
They are resilient and our families are supportive. Most teachers go above and beyond and truly care about students
4.4 ★★★★★☆ (12 👤)

The students!
Diversity

Participation Totals for Question 1

What are the strengths of the Worcester Public Schools?



Participation languages



%	Person Icon	Answer
86%	(196)	English
11%	(26)	Spanish
2%	(4)	French
1%	(2)	Haitian Creole
0%	(1)	Japanese

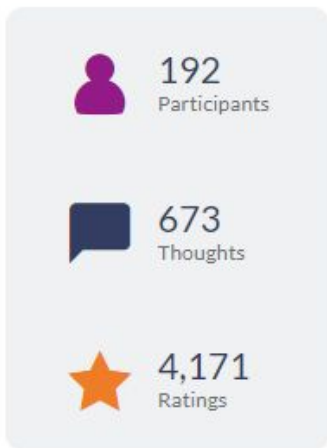
Which of the following best describes your role?



%	Person Icon	Answer
13%	(28)	Student
20%	(44)	Parent/Guardian
33%	(72)	School Teacher
5%	(11)	School Staff
3%	(7)	School Leader
1%	(1)	Clerk
8%	(17)	Community Member
17%	(37)	Other

Participation Totals for Question 2

What are opportunities for improvement?



Participation languages



%	Person Icon	Answer
93%	(178)	English
6%	(12)	Spanish
1%	(2)	French

Which of the following best describes your role?



%	Person Icon	Answer
9%	(17)	Student
27%	(50)	Parent/Guardian
33%	(62)	School Teacher
7%	(13)	School Staff
3%	(5)	School Leader
1%	(2)	Clerk
5%	(9)	Community Member
15%	(28)	Other

Participation Totals for Question 3

What would you do if you were Superintendent?



Participation languages



%	Person Icon	Answer
91%	(127)	English
7%	(10)	Spanish
2%	(2)	French

Which of the following best describes your role?



%	Person Icon	Answer
8%	(11)	Student
23%	(30)	Parent/Guardian
38%	(50)	School Teacher
8%	(11)	School Staff
5%	(6)	School Leader
1%	(1)	Clerk
6%	(8)	Community Member
11%	(14)	Other

Emerging Themes

Strengths & Glows

- Diversity of the Worcester community and student population; richness of cultural backgrounds and languages
- Dedicated and caring teachers and staff
- Talented teachers who create positive learning environments



Emerging Themes

What would you do as Superintendent

- Staffing - ensure fairness in hiring and opportunities for advancement for staff, avoid nepotism; conduct exit interviews and reasons for staff turnover; increase staff diversity
- Clear communication including a system of feedback for educators to feel heard and share ideas; monthly/quarterly newsletters from principals
- Visit schools and classrooms to understand what happens; meet students, teachers, parents and community and listen
- Mental health and social emotional services and supports for students
- More programs and opportunities for students; EL participation in honors, AP, etc.



Next Steps





O. GENERAL BUSINESS
Administration/Johnson
(October 13, 2022)

ITEM - gb 2-203³
S.C. MEETING - 10-15-22

1ST ITEM	gb 2-203	S.C.MTG. 8-18-22
2ND ITEM	gb 2-203.1	S.C.MTG. 9-15-22
3RD ITEM	gb 2-203.2	S.C.MTG. 10-20-22

ITEM:

Response of the Administration to the request that the Superintendent update the School Committee on the MOU with Worcester Police Department for School Liaison Officers and provide updates at subsequent School Committee meetings to include plans for a working MOU.

ORIGINAL ITEM: Johnson (July 13, 2022)

Request that the Superintendent update the School Committee on the MOU with Worcester Police Department for School Liaison Officers and provide updates at subsequent School Committee meetings to include plans for a working MOU.

PRIOR ACTION:

7-21-22 - Dr. Monárrez stated that in the beginning of August she will meet with the Acting City Manager, Police Department and district leadership to discuss the Memorandum of Understanding. Legal Counsel is drafting language for the MOU which will be discussed. She would like to provide the draft MOU to the Safety Task Force before presenting it to School Committee for its approval. The MOU will be monitored by the Safety Task Force and changes will be recommended for the first quarter. The goal is to ensure that students and staff are safe and the partnership with the City police is clear.

Vice-Chair Johnson stated that the School Committee does not approve the MOU but it would like to make certain that it aligns with policies. He also stated that once the MOU is in place, the committee would like to see what is or is not working in the schools.

Member Mailman stated that the MOU should align with State policy and guidelines.

On a roll call of 5-2 (absent Mayor Petty and Ms. McCullough), the item was held for the School Committee Meeting on August 18, 2022.

(continued on Page 2)

BACKUP: The Administration will speak to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Provide update.

PRIOR ACTION (continued)

- 8-18-22 - Superintendent Monárrez stated that she has met with the Worcester Police Department and brought that information to the Mayor's Safety Task Force. She stated that the next step is to meet with Pre K-Grade 12 principals to peruse the draft MOU and provide feedback and she will bring a draft, if ready, to the School Committee meeting on September 15, 2022. Otherwise, it will be presented at the October 6, 2022 meeting. Member Mailman asked if the district follows the state language. Mayor Petty stated that it starts with the state language and is then modified.
Superintendent Monárrez added that they looked at other districts which shared the same guiding principles for a sampling.
On a voice vote, the item was held.
- 9-15-22 - Superintendent Monárrez stated that based on the feedback from the School Safety Task Force and public comments, the Administration will take the input under advisement and provide an update no later than the second meeting in October.
Vice-Chair Johnson stated that the district should not settle for anything less than a robust written document that adheres to the law. Member Kamara asked to have Leon Smith review the document before approving the MOU.
Member O'Connell Novick made the following motion:
Request that MOU be reviewed by an independent civil rights attorney before approving the final MOU.
On a roll call of 7-0, the motion was approved and the item was held for updates at the October 20, 2022 meeting.
- 10-20-22 - Superintendent Monárrez stated that she has met with the Mayor's Safety Task Force and civil rights lawyers to review the draft MOU and gain further clarity regarding the model for SROs at the state level to determine what that means for the WPS' School Liaison Officer model. The Task Force will be meeting in November with Leon Smith, Executive Director of the Center for Juvenile Justice to gain a common understanding of what the district can and cannot do in terms of its relationship with the police. The Superintendent plans to present the SRO/MOU at the second meeting in November, and will provide a verbal update at that time if a working MOU has not yet been solidified.
Member O'Connell Novick stated that it is near the end of the year and there is still no language yet. She questioned if it is the School Committee's legal responsibility to create internal policy language and suggested interacting with the state as they are the arbiters.
On a voice vote, the item was held for updates.

**2022-2023 School Liaison Officer
Memorandum of Understanding
Between the Worcester Public Schools and the Worcester Police Department**

This agreement (the "Agreement") is made by and between the Worcester Public Schools and the Worcester Police Department, (the "Parties"). The Chief of Police of the Worcester Police Department (the "Chief") and the Superintendent of the Worcester Public Schools ("the Superintendent") are each a signatory to this Agreement. The provisions of this Agreement are specifically required by section 37P of chapter 71 of the General Laws, as amended by Section 79 of chapter 253 of the Acts of 2020.

Purpose

The purpose of this Agreement is to formalize and clarify the implementation of the partnership between the schools and the School Liaison Officers ("SLO") in order to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; and facilitate appropriate information-sharing, establish communication modalities between the parties, enhance collaborative training between the parties, monitor and evaluate the impact of the SLO model and strengthen positive relationships between youth and law enforcement.

The Worcester Police Department remains committed to the safety and security of the Worcester Public School community. To that end, the School Liaison Officer model has been developed to provide a wider delivery of police service to all of the Worcester Public Schools.

Through this model, one SLO will be assigned to each of the Worcester Public School's quadrants (Doherty quadrant; South quadrant; North quadrant; and Burncoat quadrant) SLOs will have the primary responsibility for providing police services to all the schools in their quadrant. As no two schools are exactly alike, the SLOs will strive to use a collaborative approach to problem-solving to address the distinct concerns and persistent challenges at each of their assigned schools. SLOs will have the resources of specialized units at their disposal (i.e. Traffic Division, Crisis Intervention team, etc.).

This memorandum does not and may not be relied upon to create any rights, substantive or procedural, enforceable by any person in any civil or criminal matter. Modifications of this Agreement are permissible when necessary to indicate local practice, so long as they are consistent with state and federal law.

I. Mission Statement, Goals, and Objectives

The mission is to facilitate relationship-building by the SLO such that students, faculty, staff, and community members see the SLO as contributing to a positive school climate. This will be realized by supporting and fostering the safe and healthy development of all students in the Worcester Public Schools through the strategic and appropriate use of law enforcement resources and with the mutual understanding that school participation and completion are indispensable to achieving positive outcomes for youth and public safety.

The Parties are guided by the following goals and objectives:

- To foster a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, gender expression, or socioeconomic status;

- To promote a strong partnership and communication between school and police personnel and clearly delineate their roles and responsibilities;
- To establish a framework for principled conversation and decision-making by school and police personnel regarding student conduct and students in need of services;
- To ensure that school personnel and SLOs have clearly defined roles in responding to student conduct and that school administrators are responsible for code of conduct and routine disciplinary incidents;
- To provide requirements and guidance for training, including SLO training required by law and consistent with best practices and training for school personnel as to when it is appropriate to request SLO intervention;
- Demonstrated commitment to de-escalation, diversion, and restorative practices, and an understanding of crime prevention, problem-solving, and community policing in a school setting;
- To minimize the number of students unnecessarily out of the classroom, arrested at school, or court-involved;
- To outline processes for initiatives that involve the SLO and school personnel, such as violence prevention and intervention and emergency management planning, that can be provided upon request; and
- To offer presentations and programming to the school focusing on criminal and juvenile justice issues; community and relationship building; and prevention, health, and safety topics.

Nothing in this Agreement shall limit an officer's ability to exercise lawful authority consistent with all laws of the Commonwealth. Alternative disciplinary approaches, prior to engaging with law enforcement, including the use of restorative justice will be employed by school administration prior to requesting a SLO to the school building.

II-A. Roles and Responsibilities of the SLO

A "school liaison officer" is a duly sworn municipal police officer appointed by the chief of police, with all necessary training and up-to-date certificates, including special school resource officer certification as required by subsection (b) of section 3 of chapter 6E of the General Laws and is charged with: (i) providing law enforcement; (ii) promoting school safety and security services to elementary and secondary public schools; and (iii) maintaining a positive school climate for all students, families, and staff.

The Parties agree that school officials and the SLO play important and distinct roles in responding to student conduct to ensure school safety and promote a positive and supportive learning environment for all students.

Under state law, The SLO shall not (i) serve as a school disciplinarian, enforcer of school regulations, or in place of licensed school psychologists, psychiatrists, or counselors; or (ii) use police powers to address traditional school discipline issues, including non-violent disruptive behavior.

The principal or principal's designee shall be responsible for student code of conduct violations and routine disciplinary incidents. The SLO shall be responsible for investigating and responding to potential criminal or delinquent offenses as well as student conduct that requires immediate intervention to maintain safety, as described below. The Parties acknowledge that many acts of student conduct that may contain all the necessary elements of a criminal offense are best handled through the school's disciplinary process. The SLO shall read the student code of conduct for both the District and the school and seek clarification on any questions the SLO has.

The principal or principal's designee and the SLO shall use their reasoned professional judgment and discretion to determine whether SLO involvement is appropriate for addressing student conduct. In such

instances the guiding principle is whether conduct rises to the level of criminal and delinquent conduct that (1) poses substantial harm to the physical well-being of another person or (2) is willful and malicious and causes substantial harm to the property of the school or (3) constitutes the taking of property of substantial value belonging to another with intent to permanently deprive the property owner of the property. The Parties acknowledge that it may be appropriate for school administrators rather than the SLO deal with low-level offenses including but not limited to misdemeanor allegations of threats, assault and battery, larceny, receiving stolen property, and willful, malicious, or wanton destruction or injury to personal property. School staff shall not ask an SLO to serve as a school disciplinarian or enforcer of school regulations.

In instances of student conduct that do not require a law enforcement response, including any incident involving misconduct by a student under 12 years of age, the principal or principal's designee shall determine the appropriate disciplinary response, allowing the student to remain in school unless doing so would pose a serious safety or security risk. The principal or principal's designee should prioritize school or community-based accountability programs and services, including but not limited to, peer mediation, restorative justice, and mental health resources, whenever possible.

The SLO shall be responsible for investigating and responding to potential criminal incidents as well as conduct that requires immediate intervention to maintain safety, as described below.

For student conduct that requires immediate intervention to maintain safety (whether or not the conduct involves criminal conduct), the SLO may act to de-escalate the immediate situation (where feasible) and to protect the physical safety of members of the school community, the principal or principal's designee may request the presence of the SLO when they have a reasonable and articulable fear of an imminent threat to their safety or the safety of students or other personnel.

The SLO shall inform the principal or principal's designee, where practicable, to facilitate supportive intervention by school staff on behalf of the student in an emergency situation where a student may be in immediate need of emergency medical or psychological assistance. Such intervention is appropriate when a school nurse, psychologist, or social worker is not available, and the SLO believes that failure to intervene would create a substantial likelihood of serious harm to the student, other students, school personnel or result in destruction to school property by reason of mental illness or psychological trauma.

When the SLO or other Police Department employees have opened a criminal investigation, school personnel shall not interfere with such investigation or act as agents of law enforcement. To protect their roles as educators, school personnel shall assist in a criminal investigation only as witnesses or to otherwise share information consistent with Section VI, except in cases of emergency. Nothing in this paragraph shall preclude the principal or principal's designee from undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

The SLO shall consult with the principal or principal's designee prior to an arrest whenever practicable, and the student's parent or guardian shall be notified as soon as practicable after an arrest. Due to the nature of the SLO model, consultation will occur at the onset of the call from principal or principal designee, prior to the SLO arriving at the school building. A summons is the preferred method for bringing all juveniles to court unless there is reason to believe the juvenile will not appear upon a summons. In the event of an investigation by the SLO that leads to custodial questioning of a juvenile student, the SLO shall notify the student's parent/guardian or interested adult in advance and offer them the opportunity to be present during the interview.

The parties agree that when it is necessary to bring youth to court, the preferred method would be through a summons process, unless extenuating circumstances, such as an ongoing threat to the safety of the student, and or other students or school personnel, require immediate action.

Request for added police patrols or presence on the school campus should first be directed to the SLO, who will arrange for adequate police deployment.

SLO may assist with traffic concerns at their assigned schools. If added enforcement is required, the Traffic Division may be contacted so that proper enforcement can be deployed.

SLO shall respond to their assigned schools to confiscate and secure drugs or other paraphernalia confiscated by school administrators, as per Worcester Police Department drug evidence procedure. However, if the SLO's response cannot be made in a timely manner, the Operations officer will respond.

Executive directors will arrange a meeting with each SLO at the beginning of each school year collectively with all principals within their assigned quadrant to develop relationships with any new principals and to discuss and determine the preferred methods of interaction by each of the schools with the SLO.

Note: Police Officers serving as SLOs will mirror the Community Policing Model and currently practiced by every police officer throughout the Worcester community. In many instances, the SLO works to support parent/caregiver, neighborhood, or community issues that may impact the school setting.

II-B. Worcester Public Schools Administrators Roles and Responsibilities of Worcester Public schools Administrators and Students

The Administrative Director of Positive Youth Development will coordinate additional school resources that will be needed by the SLO to respond more effectively in their jobs at the respective school.

At least annually, it shall be the responsibility of the District to provide training and information to educators and other school staff on the distinct roles of school administration and SLOs in addressing student conduct, consistent with this Agreement. The Administrative Director of Positive Youth Development will schedule such trainings for the schools. The SLO and school principal will collaboratively design educational programs to enhance community policing and build relationships.

III. The Process for Selecting the SLO

The Parties acknowledge that the selection of the SLO is important to achieving the purpose, goals, and objectives of this MOU, and that it is important for the Parties and the school community to have a positive perception of and relationship with the SLO.

In accordance with state law, the Chief of Police shall assign an officer whom the Chief believes would foster an optimal learning environment and educational community and shall give preference to officers who demonstrate the requisite personality and character to work in a school environment with children and educators and who have received specialized training including, but not limited to: continuing professional development in child and adolescent development, conflict resolution and diversion strategies, de-escalation tactics, trauma informed practices, diversity, equity, and inclusion, behavioral health and any other training required by the Municipal Police Training Committee established in Section 116 of Chapter 6. The Chief of Police, or any employee of the state police assigning an officer, shall work collaboratively with the Superintendent in identifying officers who meet these criteria and in selecting the officer who is ultimately assigned as the SLO.

The Chief may consider the following factors in the selection of the SLO:

- Proven experience working effectively with youth;
- Demonstrated ability to work successfully with a population that has a similar racial and ethnic makeup and language background as those prevalent in the student body, as well as with persons with physical and mental disabilities, including persons with special educational needs, persons on the autism spectrum, and persons with behavioral health challenges;
- Demonstrated commitment to making students and school community members of all backgrounds feel welcomed and respected;
- Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem-solving, and community policing in a school setting when SLO presence is requested;
- Knowledge of school-based legal issues (e.g., confidentiality, consent), and demonstrated commitment to protecting students' legal and civil rights;
- Knowledge of school safety planning and technology;
- Demonstrated commitment and ability to engage in outreach to the community;
- Knowledge of school and community resources;
- A record of good judgment and applied discretion.
- A record of good judgment and applied discretion, including an absence of validated complaints and lawsuits, documented in annual reviews conducted pursuant to Section IX.

In accordance with state law, the Chief shall not assign an SLO based solely on seniority.

The Chief shall consider actual or apparent conflicts of interest, including whether an officer is related to a current student at the school to which the officer may be assigned as an SLO. As part of the application process, officers who are candidates for an SLO position shall be required to notify the Chief about any relationships with current students or staff members or students or staff members who are expected to join the school community (e.g., children who are expected to attend the school in the coming years). Any SLO who has a familial or other relationship with a student or staff member that might constitute an actual or apparent conflict of interest shall be required to notify the SLO's appointing authority at the earliest opportunity. The appointing authority shall determine the appropriate course of action, including whether to assign another officer to respond to a particular situation, and will advise the SLO and the District accordingly. Nothing in this paragraph is intended to limit the ability of the SLO to respond to emergency situations in District schools.

IV. Annual Review of the SLO

In accordance with state law, the Chief shall annually review the performance of the SLO model, including the success and effectiveness in meeting the guiding agreements of this MOU, including the success and effectiveness in meeting the goals and objectives of this MOU. The review shall be conducted at the end of each school year in a meeting among the SLO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent shall jointly develop and agree in advance on the metrics for measuring the SLO model. The review shall consider SLO efforts to prevent unnecessary student arrests, citations, court referrals, diversion referrals, and other use of police authority. In alignment with metrics requested from the Department of Elementary and Secondary Education (DESE) a process will be jointly developed to collect arrests, summons and referrals, annually. The Superintendent will also report the amount of funds directed to policing and student supports. These metrics will be included in Appendix A upon completion.

The review shall include measures that reward the SLO's performance, subject to the terms of any applicable collective bargaining agreements, for compliance with the terms of this Agreement and the SLO's contributions to achieving the mission, purpose, goals, and objectives as set forth in Sections I and II. The review shall consider SLO efforts to prevent unnecessary student arrests, citations, court referrals, and other use of police authority. The review shall also assess the extent of the SLO's positive interactions with students, families, and staff and the SLO's participation in collaborative approaches to problem-solving, prevention, and de-escalation.

The Chief and Superintendent shall provide a mechanism for receiving feedback from the school community, including principal(s), teachers, students, and families of the school(s) to which the SLO is assigned. The Chief shall seriously consider any such feedback and shall make a good faith effort to address any concerns raised; however, the final selection and assignment of the SLO shall be within the sole discretion of the Chief. If the Superintendent recommends that the SLO not be assigned to a specific school, the Chief shall provide an explanation of any decision to maintain the SLO's assignment.

V. Mechanisms to Incorporate the SLO into the School Environment, including School Safety Meetings

The Parties acknowledge that proper integration of the SLO can help build trust, relationships, and strong communication among the SLO, students, and school personnel.

The District shall be responsible for ensuring that the SLO is formally introduced to the school community, including students, parents, and staff. The introduction shall include information about the SLO's background and experience, the SLO's role and responsibilities, what situations are appropriate for SLO involvement, and how the SLO and the school community can work together, including how and when the SLO is available for meetings and how and when the school community can submit questions, comments, and constructive feedback about the SLO's work. The introduction for parents shall include written information on procedures for communicating with the SLO in languages other than English. The SLO shall also initiate communications with students and teachers to learn their perceptions regarding the climate of their school.

The SLO shall regularly be invited to and attend staff meetings, assemblies, and other school convenings. The SLO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues. If the District has access to a student rights training through a community partner or the District Attorney's Office, the school shall consider offering such a training to students, where practicable, at the start of each school year. The SLO shall make reasonable efforts to attend such training. The SLO shall not be utilized for support staffing, such as hall monitor, substitute teacher, or cafeteria duty.

The Parties acknowledge that the SLO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional concerns who have an individualized education program ("IEP") under the Individuals with Disabilities Education Act or a plan under Section 504 of the Rehabilitation Act ("504 Plan"). School personnel shall notify parents or guardians of such students of the opportunity to offer the SLO access to the portions of the IEP document or 504 Plan that address these accommodations or approaches. It is within the sole discretion of the parents or guardians to decide whether to permit the SLO to review such documents. The consent of the parent or guardian must be informed and in writing. The consent must specifically designate the exact IEP or 504 Plan documents to be shared, describe the purpose for sharing the record, and specifically authorize access to the SLO. Whenever possible, the school shall make available a staff member who can assist the SLO in understanding

such documents and, as appropriate, take other actions to help the student, the student's family, and the SLO to develop a positive relationship.

The SLO shall participate in any District and school-based emergency management planning. The SLO shall also participate in the work of any school threat assessment team to the extent any information sharing is consistent with obligations imposed by the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g) (see further information in Section VI).

VI. Information Sharing Between SLOs, School Staff, and Other Partners

The Parties acknowledge the benefit of appropriate information sharing for improving the health and safety of students and also the importance of limits on the sharing of certain types of student information by school personnel. The Parties also acknowledge there are distinctions between personally identifiable information about students contained in education records and information about students not contained in such records as well as student information shared for law enforcement purposes and student information shared to support students and connect them with necessary mental health, community-based, and related services.

A. Points of Contact for Sharing Student Information

In order to facilitate prompt and clear communications, the Parties acknowledge that the principal (or principal's designee) and the SLO are the primary points of contact for sharing all types of student information in accordance with this Agreement. The Parties also acknowledge that, in some instances, other school officials or Police Department employees may serve as key points of contact for sharing information. Such school officials and Police Department employees are identified below:

- For the Worcester Police Department: Operations Days Administrative Lieutenant
- For the Worcester Public Schools: The WPS Administrative Director of Positive Youth Development

B. Compliance with FERPA and the Massachusetts Student Record Regulations

At all times, school officials must comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) (FERPA), and the Massachusetts Student Records Regulations, 603 CMR 23.00. These rules permit disclosures of personally identifiable information about students ("Student PII") contained in educational records, without consent, under specific circumstances.

When the District "has outsourced institutional services or functions" to the SLO consistent with 34 C.F.R. § 99.31(a)(1)(i)(B) of FERPA and 603 CMR 23.07(3) of the Massachusetts Student Records Regulations, the SLO can qualify as a "school official" who can access, without consent, Student PII contained in education records about which the SLO has a "legitimate educational interest." To demonstrate compliance with 34 C.F.R. § 99.31(a)(1)(i)(B), the Parties affirm and agree to the following:

1. School safety is an institutional service for which the District would otherwise use its employees.
2. The District will only disclose to SLOs Student PII in education records for the purposes consistent with Sections I and II of this agreement.
3. The SLO is subject to use and re-disclosure requirements in FERPA and the Massachusetts Student Records Regulations, 34 C.F.R. §99.33(a), 603 CMR 23.07(4). The SLO will use Student PII contained in education records only for the purposes described in paragraph 2 (directly above) of

this section and will not re-disclose Student PII contained in education records to outside parties, who are not “school officials,” without consent or unless the disclosure satisfies an exception to FERPA or the Massachusetts Student Records Regulations.

4. The District will update its annual notification, required under 34 C.F.R. § 99.37(a) and 603 CMR 23.10, to include SLOs as “school officials” and to describe purposes from paragraph 2 (directly above) of this section among “legitimate educational interests” for accessing education records. If the District does not update the annual notification accordingly, the SLO’s access will be limited to education records not containing Student PII, non-education records containing Student PII, and education records containing Student PII disclosed for health and safety emergencies, as described in 34 C.F.R. §§99.31(10), 99.36.

Consistent with 34 C.F.R. §§ 99.31(10) and 99.36 of FERPA, the SLO (or other Police Department employee identified in Section V.A.) may gain access, without consent, to Student PII contained in education records “in connection with an emergency if knowledge of the [Student PII] is necessary to protect the health or safety of the student or other individuals.”

FERPA and the Massachusetts Student Records Regulations apply only to Student PII contained in education records. These rules do not apply to Student PII contained in records of a Law Enforcement Unit or to communications or conversations about what school staff have observed or derived from sources other than education records.

In addition to FERPA and the Massachusetts Student Records Regulations, the Parties agree to comply with all other state and federal laws and regulations regarding confidentiality, including, as applicable, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and other rules that protect data privacy. The Parties agree to collect only that student information necessary and relevant to fulfilling their respective roles, to share such information with each other only where required or allowed under this Agreement, and not to disclose such information beyond what is contemplated in this Agreement unless required by state or federal law. The Parties shall not collect or disclose information on a student’s immigration status except as required by law.

C. Disclosure to a Law Enforcement Officer or Agency

As required by section 37L of chapter 71 of the General Laws, school department personnel and SLOs shall not disclose to a law enforcement officer or agency, including local, municipal, regional, county, state and federal law enforcement, through an official report or unofficial channels, including, but not limited to, text, phone, email, database and in-person communication, or submit to the department of state police’s Commonwealth Fusion Center, the Boston Regional Intelligence Center or any other database or system designed to track gang affiliation or involvement, any information relating to a student or a student’s family member from its databases and other recordkeeping systems including: (i) immigration status; (ii) citizenship; (iii) neighborhood of residence; (iv) religion; (v) national origin; (vi) ethnicity; or (vii) suspected, alleged, or confirmed gang affiliation, unless it is germane to a specific unlawful incident or to a specific prospect of unlawful activity the school is otherwise required to report. Nothing in this paragraph shall prohibit the sharing of information: (i) for the purposes of completing a report pursuant to section 51A of chapter 119; (ii) upon the specific, informed written consent of the eligible student, parent or guardian; (iii) to comply with a court order or lawfully issued subpoena; (iv) in connection with a health or safety emergency pursuant to the provisions of 603 C.M.R. 23.07(4)(e); or (v) for the purposes of filing a weapon report with the local chief of police pursuant to this section.

D. Information Sharing by School Personnel

1. For Law Enforcement Purposes

Where the principal or principal's designee learns of conduct by a student for which a law enforcement response may be appropriate (as described in Section II), the principal should inform the SLO. If a teacher has information related to such conduct, the teacher should communicate such information to the principal or the principal's designee. The Parties agree that the sharing of such information does not necessarily require a law enforcement response on the part of the SLO but shall instead prompt careful consideration of whether the conduct is best addressed by law enforcement action, by a school disciplinary response, or by other alternative school-based methods that may include but are not limited to: restorative practices, positive behavior interventions and supports, mediation, conflict resolution, and other evidence-based strategies.

Notwithstanding the foregoing, if student information is obtained solely during communication with school staff deemed privileged or confidential due to the staff member's professional licensure, such communication shall only be disclosed with proper consent or if the communication is subject to the limits and exceptions to confidentiality and is required to be disclosed (e.g., mandatory reporting, immediate threats of harm to self or others). Additionally, if such student information is gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders," such information shall only be disclosed pursuant to the requirements of G.L. c. 71, § 97.

The Parties acknowledge that there may be circumstances in which parents or guardians consent to the disclosure of student information for law enforcement purposes (e.g., as part of a diversion program agreement) and that the sharing of information under such circumstances does not violate this Agreement.

The Parties also acknowledge that, from time to time, an emergency situation may arise that poses a real, substantial, and immediate threat to human safety or to the property with the risk of substantial damage. School personnel having knowledge of any such emergency situation should immediately notify or cause to be notified both the Police Department (or the SLO if appropriate to facilitate a response) and the principal or principal's designee. This requirement is in addition to any procedures outlined in the school's student handbook, administrative manual, and/or School Committee policy manual.

Nothing in this section or this Agreement shall prevent the principal or principal's designee from reporting possible criminal conduct by a person who is not a student. Nothing in this section or this Agreement shall prevent school personnel from complying with reporting requirements in state law, including those found in G.L. c. 71, § 37L, G.L. c. 269, § 18, and G.L. c. 71 § 37O.

2. For Non-Law Enforcement Purposes

Based on their integration as part of the school community, SLOs may periodically require access to student information for purposes that fall outside of the SLO's law enforcement role outlined in Section II.

Student information received by the SLO (or other Police Department employee identified in Section VI.A.) that is not related to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student but may be used to connect a student or family with

services or other supports. Prior to such a disclosure, whenever possible, the principal or principal's designee shall notify the student's parent/guardian, the student, or both, when such information will be shared with the SLO.

E. Information Sharing by the SLO with the Principal or Principal's Designee

Subject to applicable statutes and regulations governing confidentiality, the SLO shall inform the principal or principal's designee of any arrest of a student, the issuance of a criminal or delinquency complaint application against a student, the SLO's perception that a student may be in immediate need of emergency medical or psychological assistance, or a student's voluntary participation in any diversion or restorative justice program if:

- The activity involves criminal or delinquent conduct that poses a (present or future) threat of harm to the physical well-being of the student, other students or school personnel, or school property;
- The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., because the SLO may be aware of a situation outside of school suggesting the student may benefit from supportive services in school).

When the SLO observes or learns of student conduct in school for which a law enforcement response is appropriate (as described in Section II), the SLO shall convey to the principal or principal's designee as soon as reasonably possible the fact of that conduct and where practicable the nature of the intended law enforcement response.

VII. Organizational Structure

- The SLO shall report directly to the Operations Days Administrative Lieutenant.
- The WPS Administrative Director of Positive Youth Development will be the communications liaison to the Worcester Police Department.

VII. Training for SLOs

In accordance with section 23 of chapter 253 of the Acts of 2020, the Municipal Police Training Committee shall provide training for SLOs, including but not limited to:

- the ways in which legal standards regarding police interaction and arrest procedures differ for youth compared to adults;
- child and adolescent cognitive development, which shall include instruction on common child and adolescent behaviors, actions, and reactions as well as the impact of trauma, mental illness, behavioral addictions such as gaming and gambling disorder, and developmental disabilities on child and adolescent development and behavior;
- engagement, de-escalation, diversion, and restorative justice practice tactics that are specifically effective with youth; and strategies for resolving conflict and diverting youth in lieu of making an arrest.
- strategies for resolving conflict and diverting youth in lieu of making an arrest.

Such program shall also include training related to:

- hate crime identification and prevention training curriculum, including the acquisition of practical skills to prevent, respond to, and investigate hate crimes and hate incidents and their impact on victim communities;

- anti-bias, anti-racism, and anti-harassment strategies;
- identification of youth at risk of or who are being commercially sexually exploited; bullying and cyberbullying;
- helping school liaison officers interact effectively with school personnel and victim communities and building public confidence with cooperation with law enforcement agencies.

Additional areas for continuing professional development may include:

- Restorative justice practices
- Cultural competency in religious practices, clothing preferences, identity, and other areas
- Positive behavior interventions and supports
- Training in proper policies, procedures, and techniques for the use of restraint
- Teen dating violence and healthy teen relationships
- Relationship building and positive youth development
- Understanding and protecting civil rights in schools
- Special education law
- Student privacy protections and laws governing the release of student information
- School-specific approaches to topics like cyber safety, emergency management and crisis response, threat assessment, and social-emotional learning

The SLO shall attend a minimum of 40 hours of training per year, including the required In-Service training.

Where practicable, the school district and school administrators working with SLOs will undergo training alongside SLOs to enhance their understanding of the SLO's role and the issues encountered by the SLO. Training may be coordinated by the Administrative Director of Positive Youth Development .

IX. Data Collection and Reporting

For the 2022-2023 school year, there will be a quarterly review of the SLO model impact with recommended amendments to this MOU.

In accordance with section 37P(d) of chapter 71 of the General Laws, “[a]nnually, not later than August 1, the superintendent shall report to the department of elementary and secondary education and publicly present to the relevant school committee: (i) the cost to the school district of assigning a school resource officer; (ii) a description of the proposed budget for mental, social or emotional health support personnel for the school; and (iii) the number of school-based arrests, citations and court referrals made in the previous year disaggregated as required by the department of elementary and secondary education.”

To accomplish this, the Parties agree that:

- The Superintendent shall submit such reports and data to the Department annually, not later than August 1, according to the guidance and rules contained in relevant Data Handbooks issued by the Department. With respect to item (iii) above, the Department must receive individual student level data from the District on school-based arrests, citations and court referrals made in the previous academic year.
- The Chief agrees to provide the District with regular access to data in their possession, on an individual level, as needed to fulfill the District's data reporting responsibilities.

X. Accompanying Standard Operating Procedures

The Chief, in consultation with the Superintendent, shall establish operating procedures to provide guidance to SROs about daily operations, policies, and procedures. At a minimum, the operating procedures as

established by the Chief shall describe the following for the SRO and shall be consistent with this Agreement:

1. the school resource officer uniform;
2. use of police force, arrest, citation, and court referral on school property;
3. a statement and description of students' legal rights, including the process for searching and questioning students and circumstances requiring notification to and presence of parents and administrators;
4. chain of command, including delineating to whom the SRO reports and how school administrators and the SRO work together;
5. performance evaluation standards, which shall incorporate monitoring compliance with this Agreement and use of arrest, citation, and police force in school;
6. protocols for diverting and referring at-risk students to school and community-based supports and providers; and
7. information sharing between the SRO, school staff, and parents or guardians.

XI. Procedures for requesting assistance

Emergency or Acute Incidents:

For all situations requiring an immediate response or police intervention, 911 must be dialed. School staff will give as much accurate detail as possible when describing the problem and the specific location on the school campus. An Operations Officer will immediately respond, in addition to the SLO. The Officer will conduct the initial investigation and take appropriate action.

Non-emergency, Past or General Incidents:

The SLO can be contacted directly during their assigned work hours. Additionally, for non-emergency, past, or general incidents before, during, or after school hours, the principal or principal's designee can call the WPD Non-Emergency line at 508-799-8606.

Threats of Bomb or explosives:

On Bomb threat procedures, the principal or principal's designee will call 911 for an immediate police response.

XII. ALICE – Alert / Lockdown / Inform / Counter / Evacuate

In January 2017, Parties committed to endorsing the national training program, ALICE, which provides preparation and a plan for school buildings on how to more proactively handle the threat of an aggressive intruder or active shooter. Select members of the Police Department, including all the SLOs, in conjunction with the Administrative Director of Positive Youth Development, have been certified ALICE instructors.

Throughout the year, SLOs and other ALICE Instructors will provide a blended learning approach on school premises. Instruction will consist of on-site drills and exercises, in addition to other resources that school personnel can use if a violent or active shooter event occurs.

XIII. Effective Date and Duration,

This Agreement shall be effective as of the date of signing.

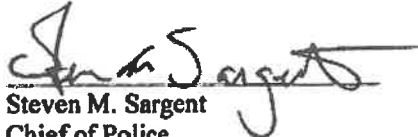
This Agreement remains in full force and effect until amended or until such time as either of the Parties withdraws from this Agreement by delivering a written notification to the other Party with a 20-business day window.

Upon execution of this Agreement by the Parties, a copy of the Agreement shall be placed on file in the offices of the Chief and the Superintendent.



Dr. Rachel H. Monárrez
Superintendent of Schools

Date: Dec. 1, 2022



Steven M. Sargent
Chief of Police

Date: 12/02, 2022

O. GENERAL BUSINESS
Administration
November 9, 2022

Item: gb 2- 315
D.C. MEETING 12-15-22

ITEM:

To consider approval of a grant of \$3000 for FY22 Whole Foods Kids Foundation Garden Program.

PRIOR ACTION:

BACKUP: Annex A (4 pages) contains the response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

To approve on a Roll Call.

Grant Acceptance Form

Name of Grant: Garden Grant Program

Type of Funder: Whole Kids Foundation

Awarded Amount: \$3,0000

Grant Funding Period: Upon Approval through June 30, 2025

Project Title: Challenge and Reach Academy Garden Program

Program Coordinator: Emily Siudela

Purpose: These funds support new or existing edible educational gardens located at either a K–12 school or non-profit organization that serve children in the K-12 grade range.

Description of the program: Engage students in health and nutrition therapy through the hands-on cultivation of fruits and vegetables in a school-based garden.

Program location: Challenge and Reach Academy

Outcomes and Measures: Students increased understanding of agriculture and food nutrition as measured by surveys, completion of a nutrition curriculum and attendance records.

Challenge and Reach Academy Garden Program – FY22 Budget

Tower Garden Flex Growing System	\$670
LED Indoor Grow Lights	\$325
Tower Garden Flex Dolly	\$90
Combo Extension Kit	\$110
Support Cage	\$95
Extra Mineral Blend	\$130
Extra PH Kit	\$39
Extra Seedling Starter Kit	\$29
Extra Rockwool Cubes (2 x 98 cubes)	\$38
Growing Clips for Baby Greens (2 x 30)	\$39
Extra Seed Packets	\$25
Green Bronx Machine curriculum	\$975
Classroom supplies needed for the curriculum: paper plates, utensils, napkins, plastic containers, tarp to protect Tower during sanitizing, Zip-lock bags, cutting boards, bowls, hose to attach to sink, tape measures, sensory items: fidgets and poppers, playdough, etc.	\$435



Dear Emily Siudela,

Thank you again for applying for a Whole Kids Foundation Garden Grant on behalf of Challenge and Reach Academy.

Congratulations! We are thrilled to share that we have selected Challenge and Reach Academy for a \$3,000 Garden Grant! Your application was selected from over 1,200 applications received from across the U.S. and Canada. We look forward to supporting your program and the work you do to garden with kids! Please see below for the timeline of next steps.

Timeline of next steps:

1. Verify your grantee information by Friday, August 12th.
2. Grant agreements will be sent electronically no later than Wednesday, August 17th.
3. Sign your grant agreement electronically by Wednesday, August 31st.

Please follow the directions below to verify your grantee details and sign the grant agreement.

Verify your Grantee Information

Please review the following details provided in your grant application:

Grantee - the check and grant agreement will be made out to this entity. If you included a Fiscal Sponsor in your application, that entity should be listed here:

Challenge and Reach Academy

Grantee Primary Contact - the grant agreement will be sent to and should be signed by this person:

Emily Siudela

Grantee Address - your grant check and package will be mailed to this address:

15 Harlow Street
Worcester, MA 01605

If changes are needed, please email us at grants@wholekidsfoundation.org **as soon as possible but no later than Friday, August 12th.**



If no changes are necessary, no email response or action is needed and your grant agreement will be sent on or before August 17th and will require signature by August 31st.

We look forward to hearing how your garden grows!

Love and Veggies,

Whole Kids Foundation

O. GENERAL BUSINESS
Administration
December 8, 2022

Item: gb 2- 316
D.C. MEETING 12-15-22

ITEM:

To consider approval of the Job Description of the Assistant Environmental Health and Safety Coordinator.

PRIOR ACTION:

BACKUP: Annex A (2 pages) contains the response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

To approve on a Roll Call.

WORCESTER PUBLIC SCHOOLS
WORCESTER, MASSACHUSETTS

JOB DESCRIPTION

POSITION: Assistant Environmental Health and Safety Coordinator

REPORTS TO: Environmental Health and Safety Coordinator

ACCOUNTABILITY OBJECTIVE:

Under the supervision of the Environmental Health and Safety (EHS) Coordinator, the Assistant EHS Coordinator will help develop, coordinate, and execute WPS policies and procedures that will ensure the health and safety of teachers, staff, students, and visitors. The Assistant EHS Coordinator will ensure compliance with regulatory mandates and best management practices in accordance with WPS' Environmental Management System (EMS).

PRINCIPAL RESPONSIBILITIES:

1. Communicate the requirements of the EMS to staff, administrators, and the Worcester Public Schools' community.
2. Conduct EHS audits of buildings, equipment, and work methods to identify and address improper procedures, hazardous conditions, etc.
3. Conduct inspections & accident investigations and monitor corrective actions.
4. Provide training to district staff, including new hires, on EHS requirements, programs, and responsibilities.
5. Maintain all EHS recordkeeping such as inventories, training records, waste manifests, inspection reports, SDSs & products.
6. Working knowledge of the Asbestos Hazard Emergency Response Act (AHERA) and requirements for schools.
7. Utilize equipment to collect samples for analyzation (e.g., drinking water sampling).
8. Oversee vendor/contractor activities for compliance with WPS policies & procedures, as well as applicable EHS rules & regulations.
9. Assist with identification, categorization, and labeling of waste.
10. Assist with, and/or respond to questions, calls, or general inquiries, including those of an urgent nature.
11. Test and maintain safety equipment or oversee vendor work for same.
12. Work collaboratively with all members of the Worcester Public Schools' community.
13. Respond to EHS-related issues after hours as needed.
14. Performance of other job-related duties as assigned.
15. Responsible for assuring equal educational opportunity to all individuals regardless of race, color, gender, age, marital status, religion, gender identity, national origin, sexual orientation, homelessness, or disability.

REQUIRED QUALIFICATIONS:

1. Bachelor's Degree in Environmental Science, Natural Sciences, Environmental Health, Industrial Hygiene, Occupational Health, Environmental Engineering, or related degree, or a minimum of two years' experience in a public or private agency dealing with EHS matters.
2. Effective oral and written communication skills, including ability to effectively present information to various audiences.

3. Ability to proficiently use technology and computer-based programs, including Google applications, Word, Excel, and PowerPoint.
4. Ability to work independently and as part of a team.
5. Must have a valid Massachusetts driver's license and vehicle available to travel to all district locations, including on short notice to respond to urgent matters.

PREFERRED QUALIFICATIONS:

1. Minimum of two years' experience with EHS management program development and implementation in a large, multi-campus academic setting (school district, college, or university).
2. Experience with EHS compliance assistance and recordkeeping.
3. Ability to Interpret and apply federal, state, and local policies, laws, and regulations.
4. Project development, management, and oversight experience preferred.
6. Experience with and/or knowledge of AHERA, lead paint, lead & copper in drinking water, Integrated Pest Management, green cleaning, source reduction, and EHS related federal and state regulations including, but not limited to, OSHA/DLS, MADEP, and EPA.
5. Experience developing and providing EHS training and/or training programs.

Work Year: 52 week position (non-Represented)

Schedule: Full-time Monday - Friday 12 -8:00pm plus additional hours as required.

O. GENERAL BUSINESS
Administration
December 8, 2022

Item: gb 2- 317
D.C. MEETING 12-15-22

ITEM:

To consider approval of the Job Description of of the Assistant Director of Intramural and Interscholastic Athletics.

PRIOR ACTION:

BACKUP: Annex A (2 pages) contains the response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

To approve on a Roll Call.

**WORCESTER PUBLIC SCHOOLS
WORCESTER, MASSACHUSETTS**

Job Description

POSITION: Assistant Director of Intramural and Interscholastic Athletics

REPORTS TO: Director of Intramural and Interscholastic Athletics (Director of Athletics)

This position is accountable for assisting the Director of Intramural and Interscholastic Athletics in administering the competitive and intramural athletic programs of the Worcester Public Schools.

PRINCIPAL ACCOUNTABILITIES:

1. Responsible for assisting the Director of Athletics in the organization and supervision of intramural athletic staff which includes recruitment and interviewing personnel for positions, hiring and evaluation of coaches.
2. Responsible for assisting the Director of Athletics in developing Intramural and Interscholastic schedules, and evaluating all phases of departmental activities, i.e., personnel and program evaluations, scheduling games and transportation, arranging for officials and trainers, stadium and game day security.
3. Responsible for assisting the Director of Athletics in the management of intramural and interscholastic equipment and supplies. This includes specification bid procedures, storage, inventory, distribution and evaluation of materials.
4. Responsible for assisting the Director of Athletics to ensure that all staff and coaches are in full compliance with local, state, and federal laws and regulations.
5. Responsible for assisting the Director of Athletics in the development and preparation of all aspects of departmental budgeting.
6. Responsible for assisting the Director of Athletics in studying present and future needs of the athletic department, and making recommendations for construction, modification and/or alteration of indoor and outdoor facilities.
7. Responsible for supervising the annual inspection and repair of facilities and equipment as well as supervision and maintaining the Foley Stadium Complex.
8. Responsible for attending athletic contests and intramural activities and evaluating performances of coaches and game officials.
9. Responsible for assisting the Director of Athletics in the promotion and interpretation of the department's programs to the community.
10. Responsible to assist in record keeping for all school athletic contests, rosters, individual and team records.
11. Responsible for providing equal educational and employment opportunity to all individuals regardless of race, color, sex, age, marital status, religion, national origin, or handicap.
12. Performance of other job-related duties as assigned.

REQUIRED QUALIFICATIONS:

1. Bachelor's Degree in appropriate field
2. Teaching and/or coaching experience

3. Knowledge of Intramural and Athletic Programs.
4. Commitment to provide equal opportunity for boys and girls to participate in a wide range of intramural and athletic activities

PREFERRED QUALIFICATIONS:

1. Master's Degree in appropriate field
2. Demonstrated ability to work with teachers, administrators, and representatives of the community with regard to program implementation.
3. Experience working with MIAA Policies and Procedures

WORK YEAR: Administrative work year

O. GENERAL BUSINESS
Administration
December 8, 2022

Item: gb 2- 318
D.C. MEETING 12-15-22

ITEM:

To consider approval of a request to donate sick days for an ESP/paraprofessional at Chandler Magnet.

PRIOR ACTION:

BACKUP: Annex A (1 page) contains the response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

To approve on a Roll Call.



December 8, 2022

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

VIA Email Scan

Dear Dr. Friel,

I would like to speak at the next School Committee meeting on December 15.

I will be speaking about donating sick days for an ESP/paraprofessional at Chandler Magnet.

Please let me know when I will be presenting.

Sincerely,

Melissa Verdier

Melissa Verdier
EAW President

